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ABSTRACT

Project Change is an early childhood (ages 3-9) teacher education program at the State University of New York College at Cortland. Presently supported by U.S. Office of Education funding but guaranteed permanent institutionization by the college, the project seeks to train effective open classroom teachers in central New York through a master's program that combines performance-based training and open education. As part of a special emphasis on developing teachers as leaders of change in their schools, the program includes a variety of innovative in-service education activities, including the intensive training of 10 professional/paraprofessional early childhood teams nominated each year by area schools. The program stresses the creation of school-community support systems for change and the development of Cortland College as an open education resource center for public schools in the region. An appendix on coping with individual differences in the classroom is included. The agenda from 3-day workshop entitled "Education: Increasing Alternatives for Teachers and Children" is also presented. (Author/BRB)

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# PROJECT CHANGE: OPEN EDUCATION FOR TEACHERS AND CHILDREN[1]

by

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## I. Introduction

"To be educated," a sage has said, "is not to have arrived at a destination, but to travel with a different view." Project Change is a program at the College at Cortland to set teachers and teacher educators traveling with a different view. Changing schools and teacher education is what we are about.

Project Change was the idea of a group of College and community educators who wanted to develop the College at Cortland into a center for early childhood education. They began in 1969 with a survey of Central New York documenting the perceived need for better preparation of teachers of young children (ages 3-9). They met for a year to develop a proposal for a multi-year early childhood project that would create new teacher training programs at Cortland for early childhood teachers, programs which would support and join forces with regional schools that were interested in innovation. The proposal for Project Change was approved for funding by the Early Childhood Branch of the U.S. Office of Education in March of 1970 under the Education Professions Development Act, with a planning-year grant of $30,000. The grant has twice been renewed for approximately $150,000 a year, and recently Project Change was selected for a fourth and final year of federal funding extending through August, 1974. The end of outside funding, however, will not mean the passing of Project Change into the well-populated graveyard of federal projects. At every step of the way, care has been taken to institutionalize the new programs in ways that will mean lasting change in teacher education at Cortland and in the College's relationship with public schools in Central New York.

## II. Project Change's Teacher Education Programs

### A. Underlying Philosophy

There is a short sentence-completion test which is useful in conveying

the philosophy that shapes the new early childhood education programs at Cortland.

(1) "The program presupposes that _____ come with an intrinsic interest in learning. If the options are wide, they will find something that will help them learn. It requires a great deal of interaction with them on an individual basis."

(2) "In the past we told _____ what was important. Now we're asking them to make some decisions."

(3) "A group of _____ were given a problem to solve. They went off in groups, came back, and had solved it three different ways. They learned that not everyone learns the same--and there's no need to do so."

(4) "It's a no-end system: for _____ to be able to go fast, there's no end to the book. Rather than dictating information, I'm there as a resource person."

The speakers are members of the faculty of North Dakota's New School for Behavioral Studies in Education. The missing word in all cases is children, but the views experssed make equally good sense if the blanks are filled in with the word teachers. As we see it, the cornerstone concept in teacher education reform ought to be the simple notion that what's good for children is good for adults. The old chestnuts of early childhood education wisdom hold all the way up the developmental scale. Teachers will learn to open up their classrooms, for example, at different rates and with different styles. They will learn best when what they do is largely self-initiated, when they get concrete experiences before lots of abstract reasoning, and when they take small steps so that the chance of success is high and the risk of failure low.

These principles for us constitute the heart of open education, and open education is the essence of Project Change. Our conviction is that good teacher education is like a good open classroom for children. Students are active rather than passive; they are working with each other, experimenting,

testing their ideas, making choices, taking the initiative, developing independence. We believe that teachers in college programs need to be doing all of these things because, as Silberman says, you can't free the child until you free the teacher. Teachers need to experience open education first-hand, to learn it from the inside out. And since they will teach the way they have been taught (not the way they have been taught to teach), they also need instructors who model an open process of teaching rather than contradict it.

B. The Teacher Education Program in Practice

What does "open education for teachers" look like at Cortland College? The following nine features define the program in practice.

#1: Students direct their own learning.

The Coleman Report found that the extent to which a high school student felt in control of his experience was a strong predictor of academic success. The same ought to be true of college students. In each of 7 new early childhood courses developed by Project Change, students are free to choose from a wide range of knowledge and behavioral competencies the ones which best fit their interests and needs. In the course "Coping with Individual Differences in the Classroom," for example, a student first chooses the content areas (e.g., psychomotor development and affective development) in which to do his competency projects. He then selects a particular problem within each of those areas (e.g., a child he has observed is a sociometric isolate), and proceeds to do a refined diagnosis of the problem, design a strategy for coping with the problem, implement the strategy with the child, and evaluate its effectiveness. This comprises a "behavioral competency project." As a corresponding "knowledge competency project," the student might choose to prepare an annotated bibliography

relevant to his content area that would be useful to other teachers. Or he might opt to prepare a booklet of suggested coping strategies that could be employed by a parent or teacher, or to conduct a workshop-seminar in his behavioral competency for the class or members of his home-school staff. The Individual Differences course, incidentally, has been the most popular in the curriculum, consistently oversubscribed. Student evaluations say that the course is immediately relevant to their day-to-day classroom concerns and helps them develop competence on a dimension of teaching ignored by their previous educational training. Accommodating to individual differences among children is apparently one of these splendid things that teacher educators exhort teachers to do without ever telling them how to do it.

#2: Courses are practicum-centered.

The vast majority of persons in the program's new courses are part-time students (taking the courses in the afternoon or evening) who are full-time teachers in an area school. Most, therefore, have their own classroom as a daily practicum site. This situation encourages our course instructors to aim for the kind of evaluation that one student gave two weeks ago in Individual Differences: "I use this course every single day in my teaching." Those students who do not have their own classroom participate in the classroom of another student in the course or are helped to find a practicum site somewhere else. Class lectures and discussions are specifically organized around the content areas in which students do their field competency projects, insuring that the practicum experience is integrated with academic work rather than simply added on to it.

#3: The program is performance-based.

Course requirements are met entirely by doing field competency projects, e.g., developing a psychomotor program for an individual child, setting up an open classroom interest center, generating and using Piagetian learning materials, launching a parent volunteer program or a teacher resource center in a school. Since students in the courses are spread far and wide throughout the region, the 5-member Project staff is not able to directly observe their performance (although there is direct observation of the 10 special teams of Project trainees who are participating with fellowship support). Sometimes one member of the class is able to observe another and do an evaluation as one kind of competency project. More frequently, we rely on a form of student self-report: a videotape, a slide-presentation, a talk to the class, or a detailed written description of the project that is submitted to the instructor. The common denominator is that credit is earned by planning and carrying out some kind of educational change. There are no examinations or term papers. There is some reading that all students are strongly encouraged to do, but reading, like the field projects, is individualized and usually related to the particular knowledge competencies that the person has selected (e.g., giving a talk on Piaget). The knowledge competency in turn typically ties in closely with what the student is doing in the field with children.

The program differs from some conceptions of performance-based education in that Project Change students select the competencies to acquire and there is no predetermined criterion of "performance success." Not only would it be virtually impossible to specify in advance a success criterion for all the varied projects that students do, but it would most likely be stifling if one tried. The program strongly encourages teachers to break new ground in their

own development, in some cases to go out on a limb and risk failure. Beginning an open classroom in a school that has none or giving one's first workshop at a conference for teachers are behaviors that would be harder to elicit with some standardized criterion of success and failure staring the student in the face at the very outset. If one is looking for real growth in teachers, one defines competence as willingness to undertake something significant and new and see it through to some level of development, if not "completion." In grading projects, of course, the instructor's professional judgment is called into play, and in most cases (see appendix) there are general guidelines that afford a measure of evaluative objectivity. In some courses, students contract for an A or B on the basis of number of competencies performed; in others it is a matter of the instructor's judgment. Presently there is a strong bent among the staff to move toward a pass-no credit system with individualized qualitative feedback to the student. We find, however, that when graduate students develop meaningful competencies of their own choosing, their performance almost never merits a no-credit rating.

#4: The program is team-organized.

One of the aims of the Project is to develop a different model of staff relationships. There are four full-time staff members[1]: one who directs the project and teaches part-time, two who are primarily responsible for teaching most of the courses, and one who works mainly in the field (on follow-through and classroom support for the special trainees). Staff guest-lecture in each other's courses in their areas of special expertise. There are weekly meetings of all staff to deal with total program development or specific course matters, and there are many more informal contacts to discuss myriad concerns. We

[1] This year the Project also has a half-time Research Associate in charge of program evaluation.

have not yet reached the point where everyone is fully conversant with what everyone else is doing, but that is the ideal. What we feel we have done is to develop a positive spirit of shared responsibility for all facets of the program and a pattern of communication that keeps a lot of new ideas bouncing around. We see this as a badly needed improvement over the "every-man-an-island" isolationism that is the institutional norm here and in most parts of academia.

#5: The program is interdisciplinary.

Project Change began with the assumption that an education faculty cannot teach teachers all that they need to know. During the 1970-71 planning year, we surveyed campus-wide interest in interdisciplinary teacher education, found faculty from eight different College Departments who wished to participate, and have since been inviting them to give guest presentations that are woven into the new graduate early childhood courses. The staff has also ranged far and wide outside the College to find people in the community who have something to say about educating young children. Last year, for example, a contingent from the local women's liberation group came into the Individual Differences course to talk about sex-role development and combating sexism in the schools.

The early childhood course with the strongest interdisciplinary emphasis is "Environmental Systems and the Child." The catalog description of that course reads as follows:

> Interdisciplinary study of the interacting environmental systems which affect the learning and development of the young child: peer group, family, school, community, and culture. Integration of the sociological, psychological, and anthropological perspectives into a view of the total ecology of the child. Includes work with children in varied environmental settings, involvement with community groups that serve the child, and intensive case study of an individual child.

The first time the course was offered we invited the head of the Anthropology Department at Binghamton University to come in and talk about how an anthropologist looks at schools and children. A psychologist spoke about child-rearing, a rural sociologist about the effects of poverty on the child and his family, and a psychiatric social worker about resources for troubled kids. Fred Strodtbeck of the University of Chicago offered a sociological-psycholgoical perspective on the culture of the classroom as it affects the development of the child's ego. The course concluded with a sweeping cross-cultural view of how schools and communities can integrate efforts to humanize children by Urie Bronfenbrenner of nearby Cornell University. All of this time, students in the course were doing an in-depth case study of a single child's life situation and development in several environmental systems--attempting to bring to bear the insights gained from the perspectives of varied disciplines.

Cortland's early childhood program has also sought to stimulate interdisciplinary interaction by opening up most of the special guest lectures and subsequent conversation hours to the entire College community. Generating stable interdisciplinary cooperation has not been easy, but a promising coalition of interests is now developing between members of the early childhood staff and faculty in the Psychology Department. A recent example is the participation of the Project Director in a psychology-education panel discussion on "B. F. Skinner and Education." This month the Project staff initiated informal monthly meetings with a small group of psychology faculty (some of whom have been guest lecturing in our courses) to talk about new kinds of cooperation across departments. A priority concern of ours is the modification of currently research-and-theory oriented psychology courses to better

meet the needs of the teachers who constitute the overwhelming majority of students in these courses. The hope is to formalize the new psychology-education conversation group as an official Interdisciplinary College Committee that will create better articulation between psychology and education programs. If we are successful, we can help to set an example of the improved cross-campus program coordination that the recent NCATE evaluation of Cortland singled out as a pressing need.

#6: The program is designed to be open-ended and self-renewing.

In keeping with our conception of an open classroom as self-developing and open to multiple new possibilities, Project Change is conceived as an "organic model," in which growth and change are defined as essential to the whole teacher education process. In practice this means a heavy emphasis on regular program analysis by staff and student process evaluation. The former comes in the weekly staff meetings; the latter through mid-term student evaluation of courses and feedback to the staff from the 10 special teams of trainees. We ask students to think of themselves as sharing the task of developing a good teacher education program. One staff member reacts this way: "It liberates all kinds of resources, and it takes the instructor off a hook he shouldn't be on. You are no longer solely responsible for making a course good; everybody is responsible." A student's reaction: "The creation of a free atmosphere in which students feel they can make criticisms and contributions is a marvelous achievement. It puts us in the driver's seat."

One of the problems identified by staff and students alike is the classic dilemma of breadth versus depth in education. How to accommodate to individual differences among students in their present level of development and in preferences

for broad as opposed to intensive involvement with new areas of learning? Staff member David Young is currently designing a set of self-instruction modules (to be tested Spring semester, 1973) which exemplify the ongoing development of Cortland's program and which should go a long way toward solving some of the problems inherent in individualizing instruction at the graduate level.

For the past year he has been working on two kinds of modules: product-competency modules and process-competency modules.

a. Product-competency modules.

These modules are similar in certain respects to programmed learning. Each module is self-contained, selected by a student to match his own interests and level of development, and designed for use either individually or in groups, by either pre-service college programs or inservice training in the schools. The following are examples of modules being developed for a Project Change course called "Teacher Techniques for Classroom Evaluation":

Assessing Readiness
Assessing Self-Concept
Teacher Self-Evaluation
Record Keeping
Assessing Reading Level: Foundations
Assessing Reading: Survey and Diagnostic Measures
Assessing Reading: Informal Techniques
Writing and Using Behavioral Objectives
Assessing Perceptual Motor Development
Assessing Social Development

The construction of any one of these modules involves four steps; examples of each step are taken from the Introductory Reading Assessment Module.

(1) specification of behavioral objectives (e.g., student can administer and interpret an informal reading inventory)

(2) collection and classification of materials under each objective (e.g., 5 informal reading inventories)

(3) design of student learning activities, i.e., how to use the materials to meet the objectives (e.g., what to assess, how to administer the test, how to apply results to classroom), and

(4) evaluation of the student's use of the module (involving qualitative comments by the instructor and quantitative 0-10 point ratings by the instructor, another student, and the student himself).

The product-type module differs, however, from the programmed learning package. The objectives and attendant learning activities are not arranged in a hierarchial developmental sequence. None of the components is pre-requisite to the others. Therefore the student may enter and exit the module at any point of his choosing. He merely selects an objective that he wishes to achieve and selects or designs a learning experience which will allow him to achieve it. This free-choice aspect of the module, like the rest of the early childhood program, is designed to encourage students to take responsibility for planning, organizing, and completing their own learning experiences. At the same time, by taking care of the more technical aspects of education, modules free the instructor to support the student in other ways, through individual conferences, for example, or through class discussions that center on conceptual understandings and developing a coherent teaching style.

b. The process-competency modules.

Whereas the product module draws its strength from specifically stated behavioral objectives and discrete learning products, the strength of the process module is in its organization of teaching concepts and processes. The organization of the process module reflects the well-known curriculum spiral, with the basic concepts of a topic area at the lowest end of the spiral and succeedingly more complex concepts expanding outward and upward at the top of

the funnel. David Young is currently constructing these process modules for the course he teaches in "Programs and Theories in Early Childhood Education." This course is designed to provide students with an understanding of the practices and theoretical rationales of early childhood programs. For each of a variety of programs--ranging from behavioral modification and contingency management to the open classroom--six separate modules are being developed.

(1) Introductory Module--providing a relatively superficial overview of the salient features of a program, using "media" such as films, magazine articles, brochures on the program, general curriculum guides, and program visitations.

(2) Classroom Practice Module--providing specific lesson plan guides and materials from the program for use in teaching children.

(3) Educational Theory Module--explaining the rationales for the learning experiences described in Module 2 and drawing upon materials such as professional books and articles, descriptive studies, program manuals, and lists of resource people.

(4) Foundational Implications Module--examining in depth the underlying philosophical, historical, sociological, and psychological context and implications of the program.

(5) Research and Evaluation Module--enabling the student to evaluate the implemented program, write a formal or informal program development proposal, conduct a research study, or prepare an article for publication.

(6) Classroom Integration Module--dealing with the implementation of part or all of a program in the student's classroom.

Students can start at different points in this modules sequence and go in many directions. The student who wants or needs a "cocktail party" knowledge of several programs can select Modules 1 and 2 from a large number of programs. A student who wishes to become immersed in a single program can follow the module sequence and end up with a changed classroom. There are, of course, a great number of options between the two extremes.

We feel that David Young's work on modules is important not only because of their value for his own (and potentially other) courses, but because of the process he is using to develop them. He is getting input on all aspects of the modules from over a dozen colleagues in the Education Department, from classroom teachers working in the topic area, and from students testing out the modules in his courses. The modules provide a very concrete means for eliciting substantive staff and student cooperation on the development of an approach to teacher education.

#7: The program is conceived as generative.

Since students in the early childhood courses frequently develop tangible educational "products"--new teaching materials, a layout for an interest center, a slide presentation on a curriculum theme, a strategy for coping with an individual difference--we have decided to begin accumulating the best of these products in an "Early Childhood Education Ideas Bank" housed at Project Change. The Bank will be open to anyone who wishes to use it, and should function as a valuable resource for students in other courses as well as those in the early childhood program. Some of the student products will also be described in the

Project Change MINI-BOOK-A-MONTH which is disseminated to schools in the Project's 8-county target region.

The courses themselves can also be considered disseminable products. Beginning in February, 1973, the Project will disseminate to other programs packets on each of the graduate courses--describing the rationale for the course, its role in the total program, its content and organization, knowledge and behavioral competencies open to students, an annotated bibliography, descriptions of exemplary student competency projects, and procedures for course evaluation and for monitoring student performance.

#8: The program seeks to develop teachers who are open to change as persons and capable of fostering change in others.

The course in the program which does the most to put this principle into practice is taught by staff member Ruth Nickse and is called "Teacher Strategies for Developing a Total Educational Environment." Its objective is to help the teacher develop as an agent of change within the school. Since this course goes to the heart of the new program and deals with a facet of teacher development untouched by traditional training programs, its content and organization warrant detailed examination.

Students are strongly encouraged to register for the course in pairs from the same school, and a good number do so. The course begins by exploring the teacher as a person and as a professional--considered in the light of research on the characteristics of teachers, their needs and feelings, the characteristics of the helping professions, and the question of teachers' rights. Recommended readings for this area are Coombs' The Helping Professions, Rogers' Freedom to Learn, Jersild's When Teachers Face Themselves, and Greenbergs' Teaching with

Feeling. Guest lecturers include a specialist in education law, a negotiator in a teachers' organization such as NEA, and a local teachers' union representative who has been successful in organizing teachers for change.

Topic II of the course briefly touches on organizational theory and discussions of the characteristics of organizations, including roles, norms, communications networks, and questions of goals, leadership, and formal and informal groups in organizations. From this basis of the structure of organizations, discussions move along to Topic III: The Schools as Organizations. Here the specific focus is on the characteristics of schools, their organization as a social system, and their structure and function. Topic IV zeroes in on Innovation and Planned Change in the Schools. It addresses questions concerning the nature of change and thoroughly explores a problem-solving approach to the change process. For this "meat and potatoes" section of the course, students are required to read Ronald Haveloch's excellent book, A Guide to Innovation and urged to read Sarason's The Culture of School and the Problem of Change and Lurie's How to Change the Schools.

While all of this is going on in class, students are doing a structural analysis of their school (including data on physical attributes, population, programs, community involvement) and a force-field analysis of relationships within the school (who is on whose side for or against what). All of this goes into a progress log submitted to the instructor on a monthly basis. The log serves as a game plan describing the student's perception of needs in her school and her progress in implementing a specific strategy for change. The material in the logs is also the basis of the one-to-one advisement that all students in the course receive, and it provides the core of a case study of the changes achieved by the semester's end and plans for the future. Each student's

case study is presented to the instructor at the close of the semester.

Students are strongly urged to form a support group in their school to assist them in creating change, and most do. The typical "School-Community Committee," as the support group is called, consists of the teacher in the Strategies course, two other early childhood teachers on the school staff, parents of young children in the school, and an administrator. This committee meets regularly to discuss the educational programs of the school and to plan for implementing specific long and short-term goals for the school year. The committee functions as a real task force; action projects are devised and the labor is divided. Here is a sample of the diversified projects that these groups have carried out in the context of the Teacher Strategies course:

(1) establishing a motor development program for kindergartens
(2) developing a new elementary science curriculum
(3) beginning a parent and senior citizens volunteer program
(4) forming neighborhood discussion groups for the study of child development
(5) setting up a "phase-in" program for parents and children entering school for the first time
(6) building adventure and pcoket playgrounds
(7) initiating a peer-teaching program
(8) opening up a classroom
(9) writing a proposal (funded by the Board of Education) for a multi-graded primary program
(10) recruiting, campaigning for, and electing like-minded School Board members.

The evidence of the worth of this course is what the students have done and what they say about themselves. These are some of their responses to the question, "What have you gained from this course?"

"Courage to speak my mind in public at board and school meetings. A deeper level of professional commitment."

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"A better understanding of the possibilities available to change what needs changing. This course is applicable to just about everything I do in my professional life."

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"I have gained a better understanding of how the power structure in my school operates. I think the most invaluable information I've learned is the fact that I, as a teacher, do not have to sit back and take anyone's word for anything! I can do or try almost anything I want."

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"I have gained confidence in my own ability to help bring about change. I have gained skills in working with people in order to facilitate change. I have a much better understanding of the problems and process involved in change. I have also learned patience and a better understanding of the needs of teachers as people. I gained much courage."

C. The Program's Definition of a "Competent Teacher"

Although students are free to choose particular competencies to develop, the program is structured through the organization of the courses and instructor emphasis to foster the following broad pivotal competencies that constitute our composite of a good teacher:

(1) Diagnostic teaching--the practice of basing overall classroom management, curriculum development, and instruction of individual children on some ongoing assessment of what is happening and where children are

(2) Competence as a creator of materials and curriculum

(3) A working knowledge of several different program approaches to early childhood education and an ability to define their differences and the basis for one's commitment to a particular approach

(4) An in-depth knowledge of the developmental psychology of Jean Piaget and its applications to early childhood education

(5) An in-depth knowledge of all aspects of open classroom teaching: organization of time and space, use of materials, informal record-keeping, structuring of pupil choices, development of interest centers, integration of different areas of learning, and teacher extensions of children's learning

(6) An ability to use the above competencies to cope with individual differences among children, building on strengths and building up weaknesses

(7) An understanding of all the forces in and outside the school that impinge on the child's learning and development and an ability to use that understanding to help children

(8) An openness to other people and to change

(9) An ability to play all the roles that go beyond the classroom and involve the teacher with everyone affecting the educational enterprise--fellow teachers, parents, administrators, the school psychologist, the Board of Education--and to influence these persons for the good of children.

Given the fact that one reaches only a small percentage of the teachers in any school, this last competency may be the most crucial of all and the program's greatest contribution to the development of teachers.

D. The Formal Structure of the Early Childhood Program

The following courses comprise the early childhood graduate program.

TEACHER TECHNIQUES FOR CLASSROOM EVALUATION*
LEARNING EXPERIENCES FOR YOUNG CHILDREN*
PROGRAMS AND THEORIES IN EARLY CHILDHOOD EDUCATION*
COPING WITH INDIVIDUAL DIFFERENCES IN THE CLASSROOM*
ENVIRONMENTAL SYSTEMS AND THE CHILD
TEACHER STRATEGIES IN DEVELOPING A TOTAL EDUCATIONAL ENVIRONMENT
TEAM TEACHING IN EARLY CHILDHOOD EDUCATION
INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION

The four starred courses are required as a minimum for a graduate "specialization in early childhood education." This specialization is part of a 30-hour Master's Program which includes 3 hours of foundations and 6 hours of outside electives. The early childhood courses can be taken in any sequence, and four of them are offered for variable credit. In addition, there are "Special Topic" courses in early childhood education (e.g., "The Open Classroom" and "Piaget and Early Childhood Education") offered during the summer program which can be substituted for one of the four starred courses in the specialization core.

The Master's program in early childhood education seems to be as flexible as we can make it working within a course structure and the semester time framework. Problems remain, however, which are a direct product of this framework. The semester-course approach builds in discontinuities and fragments learning even if courses are intended to interlock. Students cannot develop full competence as evaluators of children's learning, for example, or as change agents in the space of a semester course. They have been frustrated by being forced to drop one area of new learning in order to enter another. Some system is needed for follow-through, for year-long continuity in learning. We see the absence of such a system as the greatest program deficiency and are working

now to conceptualize some ways out of the dilemma. Project Change is presently part of an experimental Education Department team to mount a pilot "alternative program" at the undergraduate level which will substitute a variety of learning experiences for the semester course. (Our program's staff will provide an undergraduate early childhood concentration, one of several components of the alternative program.) We're hoping that whatever successes are achieved in that pilot effort will point the way to proceed at the graduate level.

Figure 1 diagrams the three major streams of Project activity in teacher education--early childhood program development, interdisciplinary cooperation, and involvement with change in the public schools.

## III. The Early Childhood Program and Change in the Schools

Although the entire early childhood program aims ultimately to produce positive change in the schools, there are four specific strategies for doing this that go beyond the formal academic program:

(a) the training of 10 professional-paraprofessional teams of teachers from area schools;

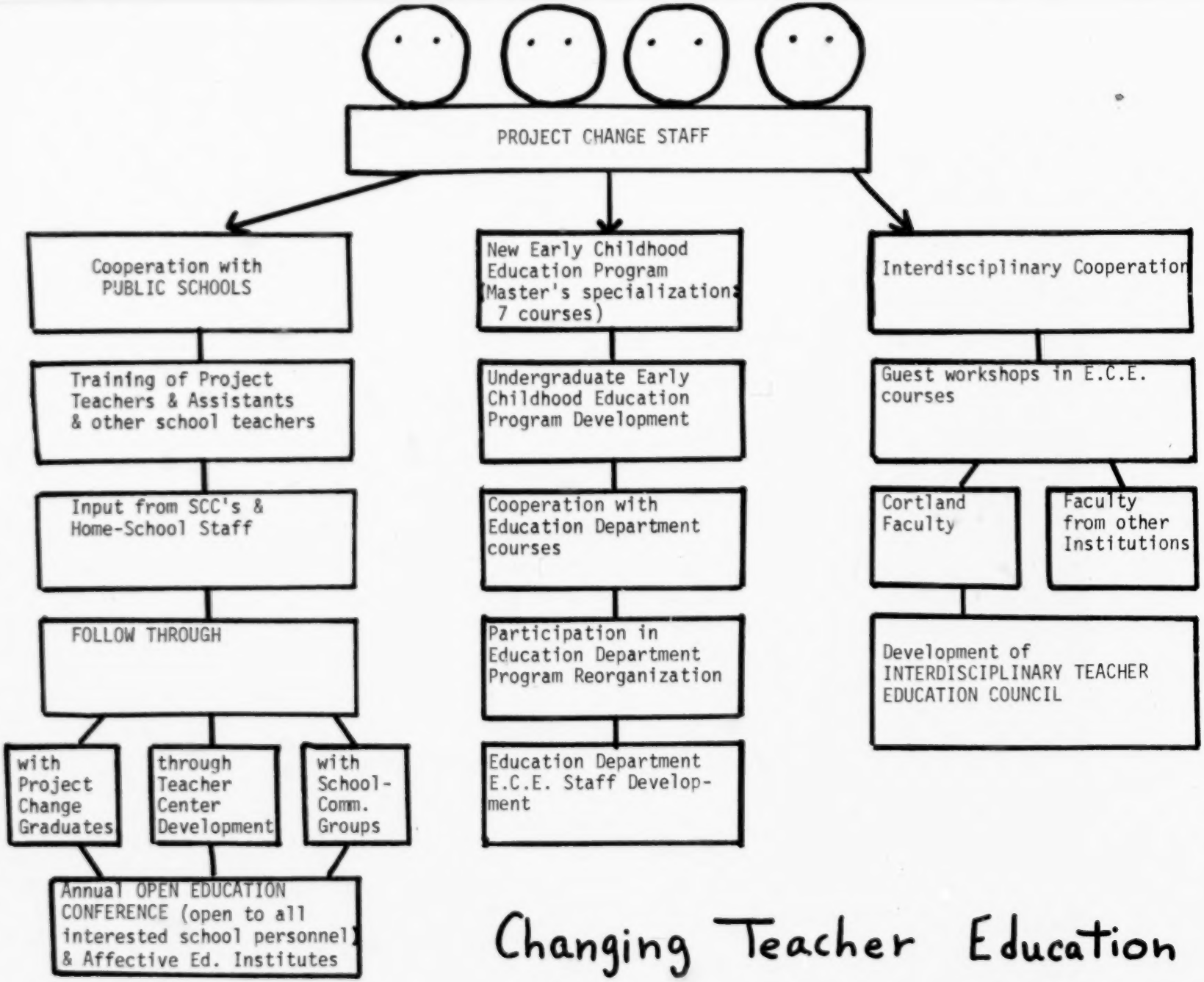
(b) development of an exemplary Experimental Early Childhood Classroom in the College's Campus School;

(c) sponsorship of special conferences, institutes and workshops for regional school personnel; and

(d) co-sponsorship of a regional Title III Project for Elementary Inservice Training in Open Education and Teacher Center Development.

### A. Training of 10 Special Teams of Professional and Paraprofessional Teachers from Regional Schools

Each year Project Change recruits from an 8-county region around Cortland


PROJECT CHANGE STAFF
Cooperation with PUBLIC SCHOOLS
Training of Project Teachers & Assistants & other school teachers
Input from SCC's & Home-School Staff
FOLLOW THROUGH
with Project Change Graduates
through Teacher Center Development
with School-Comm. Groups
Annual OPEN EDUCATION CONFERENCE (open to all interested school personnel) & Affective Ed. Institutes
New Early Childhood Education Program (Master's specialization: 7 courses)
Undergraduate Early Childhood Education Program Development
Cooperation with Education Department courses
Participation in Education Department Program Reorganization
Education Department E.C.E. Staff Development
Interdisciplinary Cooperation
Guest workshops in E.C.E. courses
Cortland Faculty
Faculty from other Institutions
Development of INTERDISCIPLINARY TEACHER EDUCATION COUNCIL

Changing Teacher Education

FIGURE 1

preschool and primary-level teachers who are recommended by their programs as having outstanding teaching and leadership capacities. From the nominees, 10 candidates are selected through the following proceedures: (1) a written statement from the teacher concerning her/his philosophy of teaching, her/his feelings about children and about the teacher's role in education, (2) interviews at the college by the staff and by the preceding year's graduates of the program, (3) observation in the candidate's classroom by Project staff or previous participants in the program, (4) recommendations by the principal, a parent, and another teacher in the school where the would-be participant teaches. Each school nominating a professional teacher must agree to sponsor an early childhood paraprofessional teacher as a second member of the team. The paraprofessional is chosen by the selected teacher and the principal of the school.

The professional teachers enroll in Cortland's Master's program in education and take the full early childhood sequence over a period of two summers and an academic year. They receive a total Project fellowship stipend of $4,900 plus a dependency allowance. (For a full accounting of expenditures, see the Project budget in the Appendix.) The paraprofessionals come into the program in the fall, and take the three fall early childhood courses with their professional partners (for undergraduate credit, since they do not have Bachelor's degrees). The paraprofessionals may take additional course work in the spring if they so choose--with their partner or independently. Their stipend is $100 per week. In addition to providing part-time salary support, the school sponsoring a team promises positions for the trainees when they finish the Project program, and the trainees make a commitment to return for at least one year to carry out the work they began during their training.

The experience of these 10 special teams is more intensive than that of the typical student in the graduate program, since there is a special expectation that they will become both early childhood specialists and prime catalysts for change in their schools. They teach half-time (in the mornings) rather than full-time in their schools. They meet weekly as a group to discuss common concerns. The Project sets up afternoon workshops for them by outside specialists in early childhood education and brings outstanding figures on campus for a day of conversation (last year the Piagetian curriculum expert Constance Kamii spent a day at the Project; this fall we had Nancy Rambusch). The Project teachers visit excellent early childhood programs like the Prospect School in Vermont. They put on workshops in area schools and at Cortland's Annual Open Education Conference; this year they are doing an open classroom exhibit at the November Convention of the National Association for the Education of Young Children. They also each form a Staff-Associate relationship with a member of the Project staff and meet with that person on a bi-weekly basis to plan and evaluate all phases of their activity in the college program and in their schools.

Perhaps most important, each team gets special support from Susan Dalziel, a former open classroom teacher who joined the Project this year as Field and Follow-Through Coordinator. She spends the bulk of her time on the road, in the schools. Her role includes:

(1) serving as a field consultant to Project teachers in open classroom and overall early childhood program development and in parent and community involvement;

(2) meeting with principals of Project Change schools to get their perspective on program needs

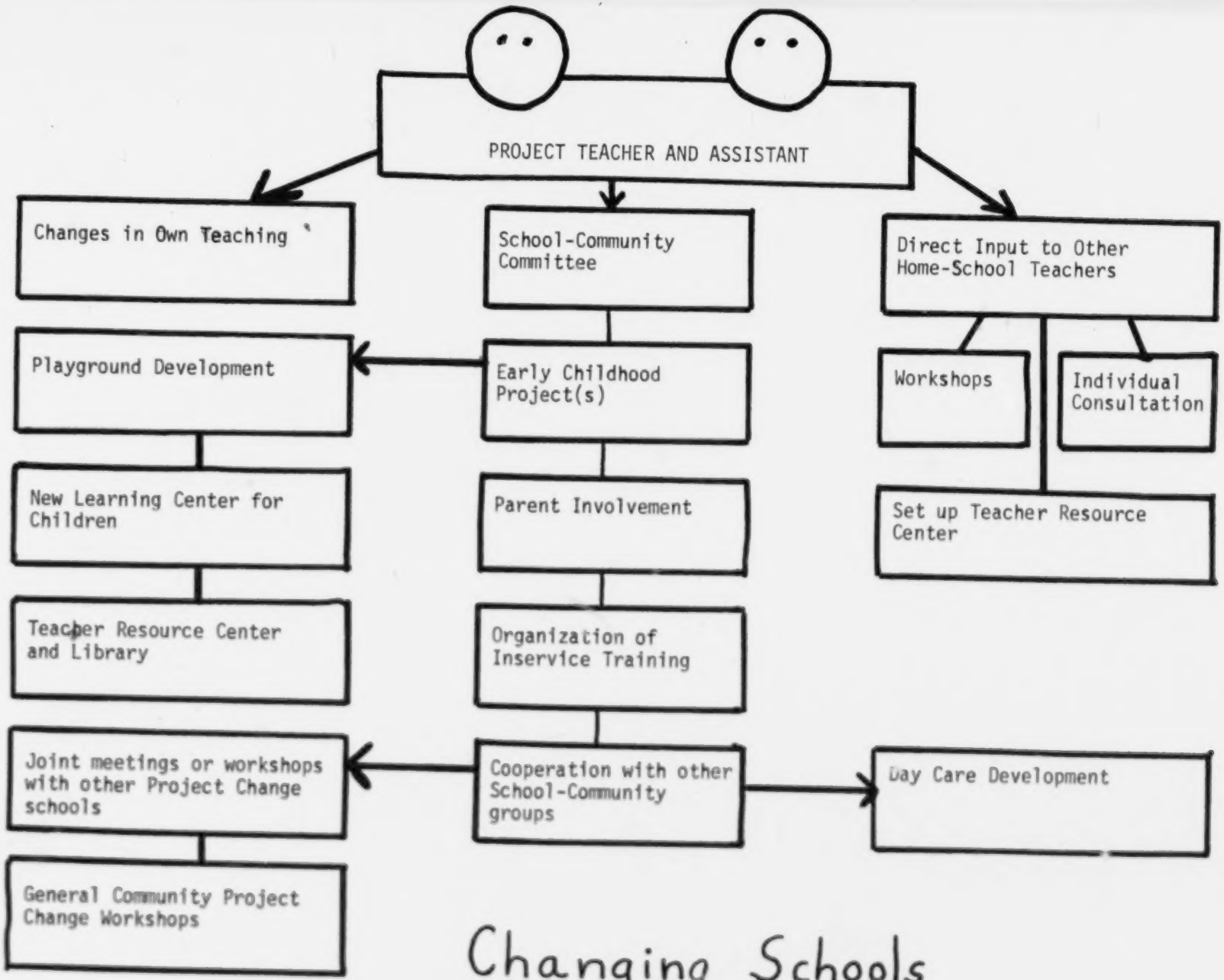

PROJECT TEACHER AND ASSISTANT
Changes in Own Teaching
School-Community Committee
Direct Input to Other Home-School Teachers
Playground Development
Early Childhood Project(s)
Workshops
Individual Consultation
New Learning Center for Children
Parent Involvement
Set up Teacher Resource Center
Teacher Resource Center and Library
Organization of Inservice Training
Joint meetings or workshops with other Project Change schools
Cooperation with other School-Community groups
Day Care Development
General Community Project Change Workshops
Changing Schools

FIGURE 2

(3) meeting with each School-Community Committee (headed by the Project team of teachers) once a year to support its efforts

(4) giving workshops in the Project schools in areas of need identified by the school staff

(5) organizing the Project schools into geographical clusters or "mini-consortia" for mutual support.

The Field Coordinator does these things not only with the trainees in the program now, but with the graduates of last year's program. There is a concerted effort to provide follow-through support for the graduates both through the Field Coordinator's work and by involving them as often as possible in special Project events on campus. Our goal is to retain all participating programs in an expanding network of regional schools working with each other and the college to sustain change.

The roles of the professional-professional team in bringing about change in the schools is diagrammed in Figure 2. The Project staff has been genuinely amazed at the rate of development and the accomplishments of these teachers. They have told us they have discovered talents they didn't know they had. Silberman's statement about freeing the teacher has taken on real meaning for us by working with this group of people. One teacher last year expressed what we see happening in all of them: "I am having great difficulty charting my growth as a teacher apart from my growth as a person."

B. <u>The Development of an Exemplary Experimental Early Childhood Classroom in Cortland's Campus School</u>

The Campus School at Cortland, one of the prime movers in the initiation of Project Change, has an excellent facility for early childhood program

development with an 8-member faculty. For the past year, Project Change has worked with an outstanding member of that faculty, Angela Thurlow, to develop an exemplary program for 3-6-year-old children. Toward this end the 10 special Project trainees participate in the development of the Experimental Classroom curriculum for a 6-week summer training period. During the academic year, Ms. Thurlow participates in all special Project events. She has also begun to visit Project schools with the Field Coordinator to get ideas for further innovation in her own classroom. In addition, one of the 10 Project trainees who does not have her own room in the home school teaches in the Campus School Experimental Classroom on a regular basis.

The Experimental Classroom is an important part of the Project for several reasons. The Campus School here has reached out into the region to help other schools develop new programs. Staff from these schools come to the Campus School to observe, and the Campus School sends some of its staff (including Angela Thurlow) out to work with them. Moreover, the Campus School early childhood facility offers the Project a valuable practicum site for students in the budding early childhood undergraduate programs and an ideal resource for the research component of our program, a component which has had to take a back seat to development in other areas. Four of the five staff members are trained in psychological or educational research and are anxious to get a research program underway that will dovetail with and enrich the rest of the program.

C. Sponsorship of Special Conferences, Institutes, and Workshops for Regional School Personnel

Project Change has moved to extend inservice training for area school

personnel beyond the formal course offerings that have previously constituted the whole of the College's teacher training. Beginning in 1971, the early childhood program has sponsored a variety of on-campus events for schools in Central New York: a Summer Early Childhood Education Fair (organized as an open classroom for adults), a Community Workshop on Open Education (for all interested schools), and three School-Community Workshops on open classroom development, teachers centers, and approaches to change in the schools (for all members of the Project School-Community Committees). We have had over 100 teachers, principals, and parents at each of these events.

The single largest such activity organized by Project Change was last April's 3-day Conference on Open Education, which developed in response to the growing interest in this topic in our region and throughout New York State. By the time it was held, the Conference had assumed proportions far beyond our initial plans. The program featured as theme speakers leading spokesmen for educational reform: Vincent Rogers, Joseph Featherstone, Urie Bronfenbrenner, Lawrence Kohlberg, Nancy Rambusch, Donald Barr, and Lillian Weber. Along with films and exhibits of materials, there were over 80 workshops dealing with a vast range of topics relevant to open education; many of the most successful ones were conducted by practicing teachers. The Conference attracted close to a 1000 persons a day (including students), most from this region but some from as far away as Florida. It was the largest Conference the College had ever had. (See the appendix for the full program.)

There were all kinds of unexpected spin-off. Conference Committees, by testimony of their own members, opened up new lines of communication both within and between the Campus School and Education Departments. A new undergraduate student group, People Into Education, worked hand-in-hand with faculty

on conference planning and management. The Project staff is now editing the proceedings of the conference as the first of a new series of publications that will be jointly sponsored by the Education Department and Campus School. Finally, an Open Education Conference Fund has been created from the unexpected surplus Conference revenue (there was a $15 fee per day). This year we are using that fund to initiate a Distinguished Speakers in Education Program (which opened this month with Dwight Allen) and a series of three Affective Education Institutes for elementary school principals and teachers dealing with children's social-emotional development and human relations in the classroom and school. Planning committees are already working on a second Open Education Conference on May 3, 4, and 5, 1973. We intend to make an annual educational conference of this scale a permanent part of Cortland's emerging role as an innovation resource center for regional schools.

D. Cortland's Co-Sponsorship of a Regional Title III Project for Elementary Inservice Training in Open Education and Teacher Center Development

In Fall of 1971, the Director of Project Change, the Division of Education Dean, the Director of the Finger Lakes Region Educational Planning Commission, and representatives of three regional Boards of Cooperative Educational Services met to discuss how best to follow through on Project Change and broaden its impact on the area schools. As a consequence, the Project Director wrote a proposal for a Title III Project, to be coordinated out of one of the BOCES, that would use Project Change teacher graduates part-time to conduct an in-service training program for interested area teachers, and secondly to involve those trainees in beginning teachers' centers that would draw still more teachers in the local school district into program innovation. The proposal was one of

33 in New York State (out of some 250 submitted) that was selected for ESEA funding over a 3-year period, at a level of approximately $70,000.

Project Change's Director meets bi-weekly this year with the Title III staff to help plan the new Project's program. Cortland's Education Division Dean, Louis Rzepka, working with both projects, has paved the way for a new extension of the College's involvement in inservice education. Teachers in the Title III project can take a structured series of field experiences for three hours of college credit each semester. The experiences include open education workshops conducted by the Title III staff, participation in Project Change's Affective Education Institutes, classroom visits and field consultation by a Title III staff teacher, and a field project involving opening up one's own classroom an launching some form of teachers' center sharing or resource development. For the fall semester alone, over 80 teachers have expressed an interest in the credit sequence. In the spring, the Title III trainees will participate in Cortland's Open Education Conference. We envision all of this activity as rapidly expanding the number of area teachers who are moving in the direction of open classrooms and developing organized ways of supporting each other's efforts.

## IV. Program Evaluation

### A. Outside Descriptive Evaluations of the Program

#### 1. Spring, 1972, Evaluation by the National Council for Accreditation of Teacher Education

The Project's early childhood program was examined in spring, 1972, as part of a college-wide NCATE evaluation. The following are the excerpts from the general report that pertained to the Project (taken from Chapter 2: "Team

Consensus Relating to Institutional Qualities: Strengths")

(a) **Students**

The college's Advanced Program has as students a great many who are public school teachers in the area of Cortland. They appear to be admitted largely on the basis of their desire to come, rather than any strong examination program. The students are very enthusiastic about the advanced work in Project Change, saying that they felt there that they had found talents that they did not know they had.

(b) Faculty

The faculty in general is very well prepared. At least 55 per cent hold the degree of Ed.D. or Ph.D. In such areas as Project Change, there is an excellent, dedicated, and uninhibited staff. In all areas, the faculty fo appear to keep abrest of their discipline: In some departments, they have reduced faculty teaching loads which allow for a focus on the graduate program. Some of the faculty who are currently engaged in teaching are also doing research. In general, they appear to be adequate.

(c) Programs

There are many individual efforts of faculty working with and communicating between divisions and programs; however, this is haphazard and informal.

The program which was most impressive was that of Project Change and, as the Team member who visited it said, it is one of the best. It has a built-in plan for college-public education-community co-operation with prime focus on strengthening both the professionals and parafessionals to be trained as their counterparts in their home communities. The design of Project Change is to create agents for change and build effective teaching teams.

2. Evaluation of Project Change by U.S. Office of Education Team

On February, 1972, the Early Childhood Branch of the Office of Education sent a 3-member team to do a 3-day Program Development Visit. The following are excerpts from their Site Visit Report.

(a) Program Operations

The program is giving the participants the time and support needed to enable them to do what they are capable of doing. Their confidence in themselves has increased so that they can focus on kids. Without exception the teacher participants have found the program exciting,

relevant, useful, and sometimes exhausting. Many of them travel long distances daily to participate in the program. Teacher participants stated that the program is superior to a standard program, that the theory and practice are fully integrated and that the Project staff is outstanding.

(b) Project Developments

The development of the Project has been a team effort by the staff and the participants. As one participant put it, "We are like a family." This has resulted in a high level of responsiveness to the needs of the participants and the staff. One need identified was more attention to individual teaching behavior. As a result, the role of a "staff associate" was created. This means that each staff member will meet regularly with individual participants, visit their home schools, meet with them and their school-community committee and observe the participants teaching.

Problems have been minimal because of the high level of responsiveness to changing needs.

(c) Institutionalization

It appears as if this program will not be phased out when funding is discontinued. High priority has been given to developing the present programs and sustaining them in the future. The opening of Project courses to other graduate students has been an excellent move for creating a demand for meaningful Early Childhood courses. The administration appears to be aware of the effectiveness of the Project and has stated that this program will be given priority when institutionalization is being considered.

(d) Recommendations

Project Change is being well implemented and administered. Its participants and staff are very highly motivated and most supportive of the program. Members of the Team feel that consideration might be given to the following recommendations:

(1) That a plan be developed for evaluating the effect of the Project on the parents, teachers, and administrator in the home-school community.

(2) That plans for more careful evaluation of the growth of participants--teachers and paraprofessionals--be made.

(3) That care be taken to see that paraprofessionals be made to feel a very integral part of the Project.

(4) That more attention be given to staff and student load.

(5) That technical assistance be provided in the areas where needed such as in "Open Education" and plans for smooth transition of the Project into the regular program.

(6) That additional staff instructional and/or support be provided to relieve present staff of some of the burden.

(7) That efforts to develop closer communication between the schools and the college be strengthened.

(8) That more careful consideration be given to the point of entrance of paraprofessionals in the program so that they are not overwhelmed by esprit de corps and enthusiasm of the participants.

B. Internal Program Evaluation

1. Professional Trainees' Evaluation of Program: January, 1972

After the early childhood program had been operating for a summer and a semester, the U.S. Office of Education asked the Project's 10 teacher fellows to complete a Program Questionnaire, responding to 30 statements on a 4-point scale where agreement is positive (Agree=1, Mostly Agree=2, Partially Agree=3, Disagree=4). Average ratings for the group of 10 teachers follow for key items:

| Average Rating | Statement |
|---|---|
| 1.6 | The course work is providing you with the necessary knowledge and skills. |
| 1.4 | You have a good understanding of the objectives of of the project. |
| 1.1 | The atmosphere of the program is one in which free, relatively uninhibited comments about the program are encouraged by the director and the staff. |
| 1.0 | Changes have been made in the program by the director or staff as a result of participant suggestions. |
| 1.4 | A staff member is designated and available to help you. |
| 2.8 | The amount of supervision you receive during the practicum is adequate. |
| 3.9 | There are regularly scheduled times when you can receive counseling on your work in the program. |

The low ratings on the last two items caused two changes in the program to provide needed counseling, practicum supervision, and individualization of the program: (1) formation of the one-to-one Staff Associate Relationships between participants and staff, and (2) the hiring and assignment of a new staff member as Field Coordinator. The same USOE questionnaire will be administered to this year's group of trainees in January, 1973, and the results compared to those for last year's group at the same point in time.

2. General Student Evaluation of Program Courses: January, 1972

TABLE 1 presents student evaluation data for four of the early childhood courses the first time they were offered. The responses are to a sample of questions on a questionnaire that is used half way through and at the end of every course.

3. Overall Program Evaluation: Project Courses versus Non-Project Courses

Evaluation of individual courses this year will take two forms: (a) documentation of completed student projects, and (b) a measure of student attitudes toward the course, the course instructor, and his own competencies in the course area.

The major new evaluation, however, will seek to measure the relative effectiveness of the early childhood courses and other (more traditional) education courses at the College. A random sample of students who have taken the new early childhood courses will be compared with a random sample of students who have not yet taken any of these courses. The two groups will be compared on the following measures: (a) their ratings of their general course experience within their program (employing a variation of the instrument used for individual

The expectation is that Project trainees and graduates will show greater openness in their teaching than the controls on both pretest and posttest; that increases in openness from December to May will be greatest for trainees now in the program; and that the most open teaching will be exhibited by Project graduates.

The three groups will also be compared on the Project's Total Teacher Profile. Results of this study and those of the overall course evaluation will be submitted for publication.

## V. Conclusion

Since its inception, Project Change has benefited from strong support by the Education Division Dean and by the Vice-President and President of the College. Each proposal for renewed federal funding has carried a commitment from the Department of Education and the College to maintain the new programs and assimilate the Project staff who developed them. Assimilation of one member occurred this fall; projections call for additional staff members to join the regular Education Department Faculty in 1973 and 1974.

Our hope is that what Cortland's early childhood program is doing to make performance-based teacher training compatible with open education will offer an approach that other teacher training institutions will find worth trying out. Our hope is also that more people at this institution and others will begin to travel with a different view of what colleges and schools and teachers can do together to create exciting educational change. In the 1½ years that Project Change has been in operation, much has happened to make us agree with that incorrigible optimist, Horace Mann. In 1848 he wrote that

> education has never been brought to bear with one hundredth part of its potential force upon the natures of children, and through them, upon the character of men and of the race.

We think that the same can be said of teacher education, and that the time has come to try the experiment.

**TABLE 1:** STUDENT FINAL EVALUATIONS OF FALL, 1971, EARLY CHILDHOOD COURSES

| | Ed. 621 Learning Experiences for Young Children | Ed. 620 Teacher Tech's in Classroom Evaluation | Ed. 624 Environmental Systems & the Child | Ed. 623 Coping with Individual Differences |
|---|---|---|---|---|
| Overall, how do you evaluate your learning experience in this course? | Neg.-<br>Fair-10%<br>Good-60%<br>Very Pos.-30% | Neg.-<br>Fair-5%<br>Good-19%<br>V. Pos.-76% | Neg.- 6%<br>Fair-10%<br>Good-47%<br>V. Pos.- 37% | Neg.-<br>Fair-<br>Good-<br>V. Pos.- 100% |
| IN TERMS OF YOUR OWN EXPECTATIONS, IS THE COURSE SUCCESSFUL IN: | | | | |
| Providing you with the opportunity to choose competency areas relevant to your needs as a teacher? | Yes 100% No | Yes 90% No 10% | Yes 100% No | Yes 89% No 11% |
| Providing you with what you need to self-direct your learning experience? | 90% 10% | 94% 6% | 72% 28% | 89% 11% |
| Integrating academic work with experiences with children? | 73% 27% | 80% 20% | 79% 21% | 89% 11% |
| Do you feel that the course is accomodating to your needs as a student? | 83% 17% | 91% 9% | 79% 21% | 100% |
| Is the course sufficiently seeking out and incorporating student feedback? | 82% 18% | 89% 11% | 68% 32% | 100% |
| On the basis of your experience in this course so far, do you prefer "competency-based" courses to courses that evaluate learning largely on the basis of term papers or test performance? | 100% | 100% | 100% | 75% 25% |
| So far, how do you compare this course with most other education courses you have taken? _____better | much-73%<br>somewhat-18%<br>no-9%<br>worse-0% | much-100% | much-68%<br>somewhat-16%<br>no-6%<br>worse-10% | much-80%<br>somewhat-10%<br>no-10%<br>worse-0% |

course evaluation); (b) the Walberg-Thomas Teacher Questionnaire, which is a self-report of classroom practice on dimensions that differentiate open from traditional teaching; and (c) a Total Teacher Profile, eliciting information on all of the teacher's professional activities that go beyond interaction with children in the classroom (e.g., consulting with other teachers, working with parents, meeting with the principal, doing workshops, leading a School-Community Committee).

4. Evaluation of the Special Project Trainees

A second major evaluation effort under the direction of the Project's Research Associate, Nancy-Jo Scheers, is the comparison of the 10 Project professional graduates of the fellowship program and the present special trainees with a control group of teachers who have not participated in the Project. Each control subject has been identified as an "exemplary early childhood teacher" by the principal of the control school, which has been selected randomly from the region. Exemplary teachers are needed as a comparison group, since Project teachers were selected for the training program because they were exceptional teachers to begin with. The present trainees and graduates will be compared with the controls in December, 1972, and May, 1973, on the Walberg-Thomas Open Education Observation Inventory (2 observations per subject per month) as well as on the companion questionnaire mentioned above. The design looks like this (where X = a half-year block of Project treatment effect and O represents a measurement):

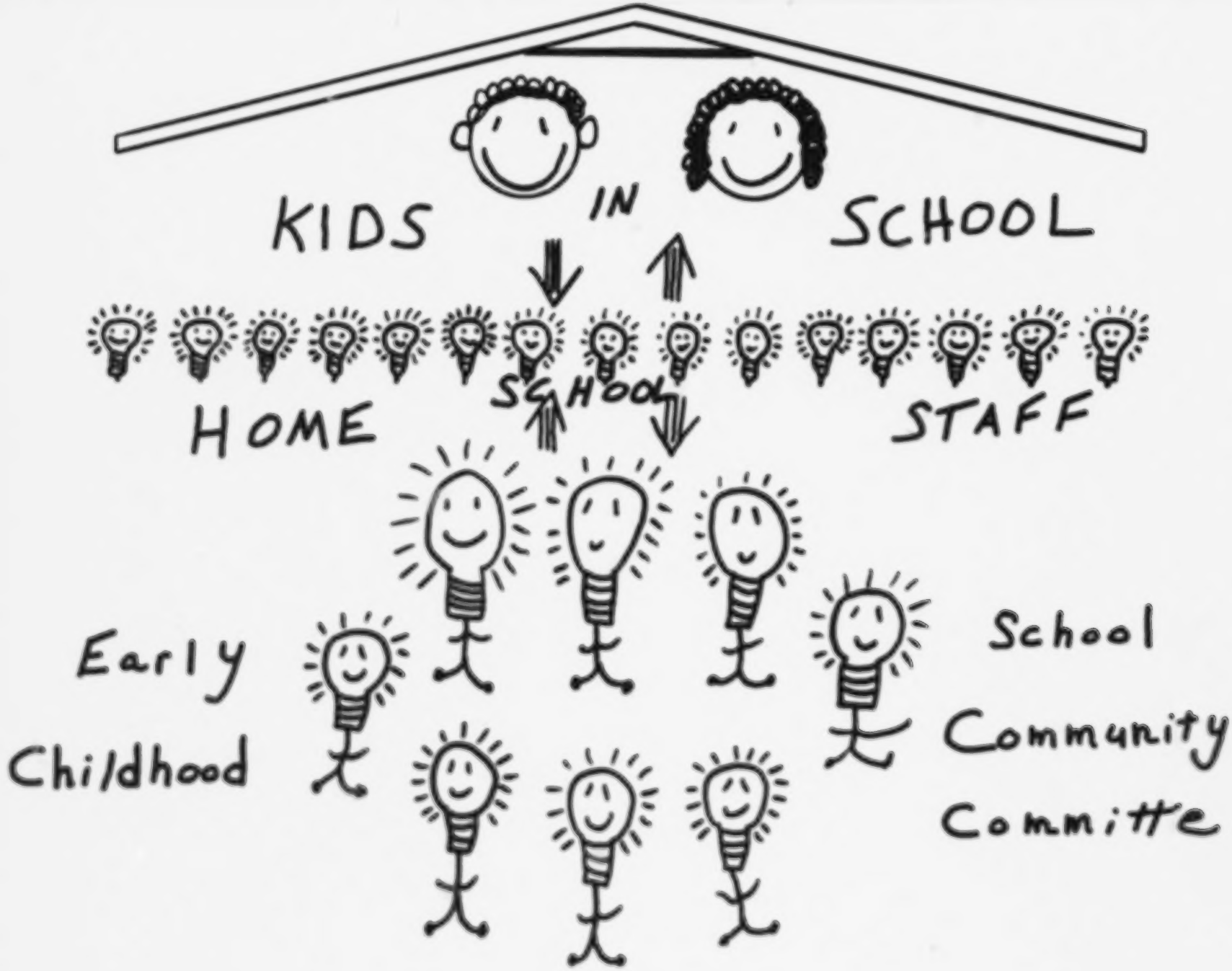
| | Pretest (Dec.) | Posttest (May) |
|---|---|---|
| Trainees (10) | XOO | XXOO |
| Graduates (10) | XXXOO | XXXXOO |
| Controls (10) | OO | OO |

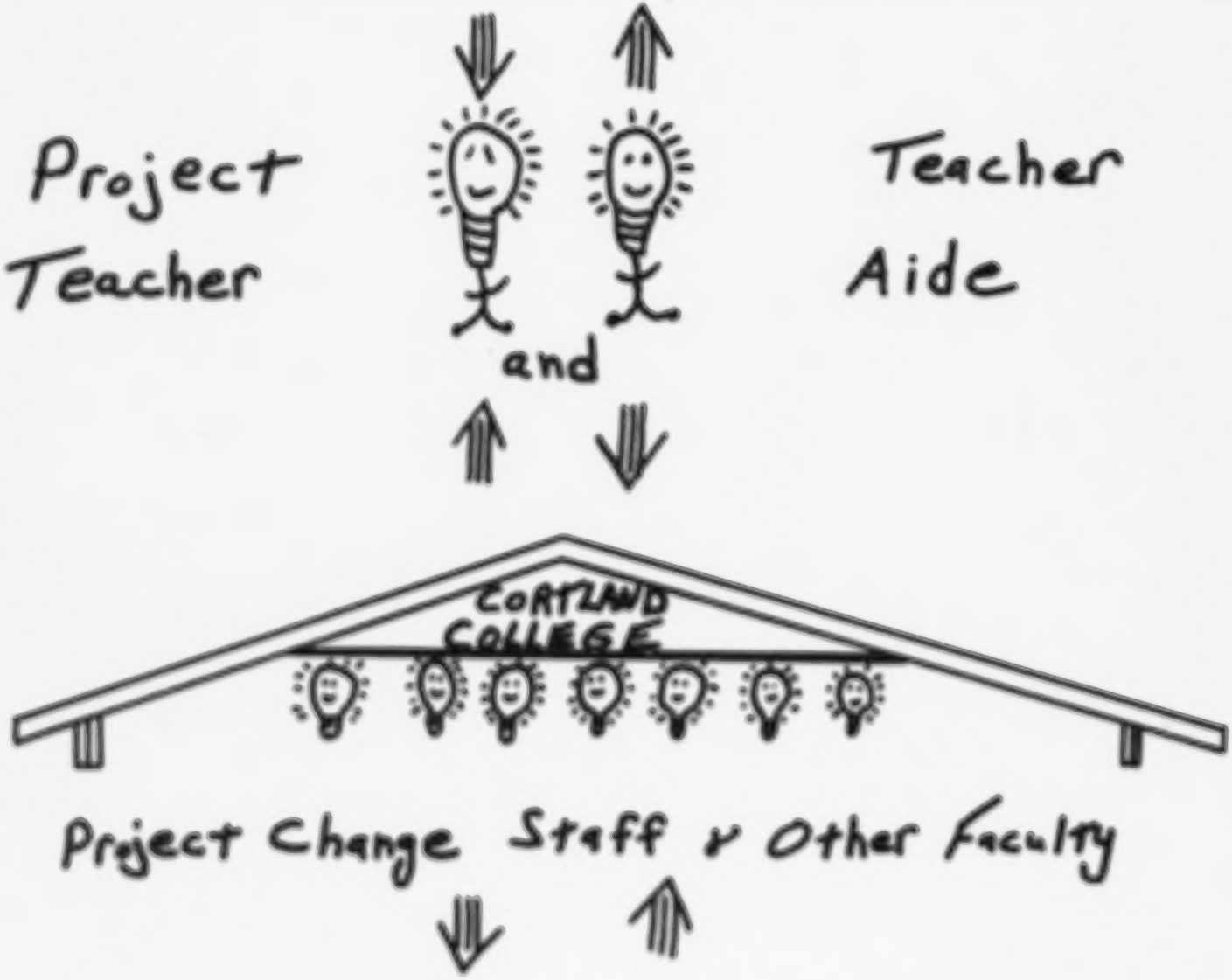
# APPENDIX

1. "How It All Hangs Together": Team Training Program and the School
2. Descriptive Materials for Three Courses:

   Coping with Individual Differences in the Classroom
   Teacher Strategies
   Piaget and Early Childhood Education

3. Project Change Budget for 1972-73 and 1973-74
4. Sample Affective Education Institute Program
5. 1972 Open Education Conference Program


KIDS IN SCHOOL
HOME
SCHOOL
STAFF
Early Childhood
School Community Committe




New Ideas in ECE Around the Nation

# COPING WITH INDIVIDUAL DIFFERENCES IN THE CLASSROOM
Ed. 623
Fall, 1972

## I. GLOBAL OBJECTIVES

This course focuses on the concepts for understanding and the techniques for coping with educationally significant differences in young children in the context of the classroom. Attention will be focused on two areas:

A. Knowledge of the dimensions in which children differ and the variables which influence these dimensions and

B. Teacher coping strategies to deal with these differences.

In order to accomplish these objectives, the student will have experience with both behavioral and knowledge competencies.

## II. COMPETENCIES

### A. Behavioral Competency

1. To diagnose, on the basis of background knowledge, an observed classroom behavior of an individual child.

2. To design and implement a coping strategy for dealing with the child's differences according to your stated objectives.

3. To evaluate the implementation of the strategy according to the stated objectives. Stated objectives are criteria for evaluation.

[ Steps 1,2, & 3 above constitute one behavioral competency. A written report of steps 1, 2, & 3, following the attached format, is required for each behavioral competency. ]

Standard outline forms for reporting and evaluating behavioral competencies and workshops should be used. Examples are attached to the syllabus and are available from the instructor.

### B. Knowledge Competency

A knowledge competency should indicate a broader understanding of the content area of your choice. A knowledge competency helps you to extend your new knowledge in ways which will help you pull together information (from reading, films and lectures), and to transmit this new information to others. Some suggested procedures which you may engage in (alone or with classmates) to fulfill a knowledge competency are:

1. Conduct a workshop for parents and other teachers or aides based on a content area. You will self-evaluate this workshop according to a standard format. You will also ask for evaluations from five people attending the workshop. You are responsible for making up a brief questionnaire.

2. Evaluate, according to workshop critique sheet, a workshop given by one of your classmates, either off-campus or in another Cortland college class (only one workshop evaluation will be accepted for credit).

3. Compile an annotated bibliography of at least 10 books in your content area. Your critical analyses of the strengths of each book is to be included (only one annotated bibliography will be accepted for credit).

4. Submit for publication an article to a journal or magazine based on your new knowledge and skills.

5. Design an information booklet (to be used by a parent or a para-professional) explaining an area of individual difference or a learning disability, incorporating your coping strategy.

6. Write a report, justifying your implementation of your coping strategy citing representative sources (texts, journals, abstracts) as support for your position. This is intended to be a theoretical report and is not the same kind of a report as you will write for a behavioral competency. It will be an in-depth report, properly referenced.

[Completion of one of the activities listed above is evidence of one knowledge competency.]

III. COPING STRATEGIES

A "coping strategy" is a technique for achieving educational and behavioral objectives. Listed below are examples of techniques you might employ as a coping strategy:

A. Varying teaching style: individualizing instruction
B. Varying amount of curriculum structure
C. Varying time schedules
D. Varying classroom spatial organization
E. Creating role-playing situations
F. De-emphasizing conformity (yours and the child's)
G. Using behavior modification techniques
H. Using the peer group to modify behavior
I. Counseling child on a one-to-one basis
J. Using resources outside the classroom to complement in-class coping strategy:
   (1) consultation with parents, other teachers
   (2) involvement of specialist in area of child's difficulty
K. A strategy of your own choice may be used as an alternative with permission of the instructor.

This course is organized around individual differences in the psychomotor, affective, and cognitive domains as well as the area of effects of family, socioeconomic status and sex differences. These are called content areas.

IV. CONTENT AREAS: DIMENSIONS OF INDIVIDUAL DIFFERENCES

AREA A: Psychomotor Abilities and Characteristics - Perceptual-Motor Area
Areas of study might include variables such as:

(1) immaturity
(2) hyperactivity
(3) psychomotor problems - poor coordination, etc.
(4) stage and/or developmental levels
(5) physical disabilities
(6) your own choice of focus - instructor's permission required.

AREA B: Social-Emotional Abilities and Characteristics - Affective Area
Areas of focus might include such variables as:

(1) immaturity
(2) group skills - ability to participate in a group
(3) stage and/or developmental level
(4) ability to learn from peers
(5) motivation
(6) emotional stability
(7) frustration tolerance
(8) self-concept
(9) dependence - independence
(10) your own choice of focus - instructor's permission required.

AREA C: Cognitive Abilities and Characteristics
Areas of focus might include such variables as:

(1) cognitive style
(2) need for structure
(3) internalization of learning
(4) rate of learning - slow and fast learners
(5) ability level - below average, gifted, mentally retarded
(6) specific subject areas - reading, math, etc.

AREA D: Effects of Family and Socioeconomic Status - Sex Differences
Areas of focus might include such variables as:

(1) cultural differences
(2) racial
(3) religious
(4) patterns of family life, structure, child's ordinal position, family size
(5) low income background
(6) sex roles
(7) physical differences
(8) cognitive abilities
(9) affective characteristics
(10) your own choice of focus - instructor's permission required.

The amount of course credit to be earned (2,3 or 4 credit hours) will dictate the specific requirements you must meet for completion of the course. (See next page for list of credit requirements.)

## V. VARIABLE CREDIT REQUIREMENTS

There are no examinations in this course; however, since it is a graduate course in education, it is assumed by the instructor that work will be of graduate quality. Your grade is based upon the quantity of work you contract to complete in this course. The contract schedule is listed below.

### 2 credit hours

For "A" in course - TWO Behavioral Competencies and TWO Knowledge Competencies from each of two content areas (i.e., one behavioral and one knowledge from Area D and one behavioral and one knowledge from Area B)

For "B" in course - TWO Behavioral Competencies and ONE Knowledge Competencies from each of two content areas (i.e., one behavioral and one knowledge from Area A plus one behavioral from Area B)

### 3 credit hours

For "A" in course - THREE Behavioral Competencies and TWO Knowledge Competencies from each of three content areas (i.e., one behavioral and one knowledge from Area A, one behavioral and one knowledge from Area C, and one behavioral from Area D)

For "B" in course - TWO Behavioral Competencies and TWO Knowledge Competencies from two of the content areas (i.e., one behavioral and one knowledge from Area B plus one behavioral and one knowledge from Area C)

### 4 credit hours

For "A" in course - THREE Behavioral Competencies and THREE Knowledge Competencies from THREE of the content areas (i.e., one behavioral and one knowledge from Area A, two behavioral and one knowledge from Area B plus one knowledge from Area C)

For "B" in course - THREE Behavioral Competencies and TWO Knowledge Competencies from THREE of the content areas (i.e., one behavioral and one knowledge from Area A plus one behavioral and one knowledge from Area C plus one behavioral from Area D)

[ The course is structured to chronologically cover Areas A-D. This will enable all students engaged in the content area to have small group discussions to exchange ideas. ]

Ruth Nickse, Instructor

Fall, 1972

## PROPOSED CALENDAR FOR EDUCATION 623

| | |
|---|---|
| Sept. 5 | Introduction and Overview of Course |
| | **Psychomotor Area** |
| 12 | Film - "Early Recognition of Learning Disabilities"<br>Lecture - The Teacher as Diagnosticisn |
| 19 | Strategies in the Psychomotor Domain - Alice van der Meulen |
| 26 | Strategies in the Psychomotor Domain - Dolores Bogard |
| | **Cognitive Area** |
| Oct. 3 | Small Group Discussions |
| 10 | Strategies in the Teaching of Reading - Colleen North |
| 17 | Reading |
| 24 | Strategies in Teaching of Math (Math Games) |
| 31 | Varying Classroom Time and Space - Ann Caren |
| | **Affective Area** |
| Nov. 7 | Strategies - Behavior Modification |
| 14 | Strategies - Individualized Instruction |
| 21 | THANKSGIVING |
| 28 | Strategies - Developing Self-Concept |
| Dec. 5 | Strategies - Role playing |
| 12 | Wrap-up |

## DUE DATES FOR PROJECTS

Sept. 26 Contracts due

| "A" Grade Projects Due | "B" Grade Projects Due |
|---|---|
| Oct. 17 | Oct. 17 |
| 31 | 31 |
| Nov. 14 | 14 |
| 28 | 28 |
| Dec. 12 | |

INDIVIDUAL DIFFERENCES Ed. 623
Fall, 1972

STUDENT CONTRACT

1. Student's name_____

2. What letter grade are you working for in this course?_____

3. What content area or projects are your working on now? Please list briefly (i.e., shy child, perceptual problems, enrichment, varying time or space etc.)

   (a)

   (b)

   (c)

4. What kinds of aid would be most helpful to you at this point? Circle appropriate ones.

   (a) Conference with Nickse
   (b) Conference with
       (1) Van der Meulen - motor education
       (2) Bogard - motor problems
   (c) Small group discussion with class members working on a similar project
   (d) More films
   (e) Suggestions for further reading in a particular area
   (f) Other (please write what would help)

5. So far, how is this course meeting your needs as a teacher?

Ed. 623
INDIVIDUAL DIFFERENCES

Fall, 1972

INFORMATION SHEET - COPING STRATEGIES

Your name_____

AREA: (circle) cognitive; psychomotor; socio-emotional; family problems;
Other (explain);_____

Age of Child_____

1. Brief description of behavior (list adjectives to describe the behavior)_____

2. Your diagnosis (2 or 3 sentences)_____

3. Design of coping strategy

   (a) Your global objectives (briefly)_____

   (b) Your specific objectives in proper sequence_____

4. Implementation

(a) Methods used

(b) Materials used (use proper names of books, materials, workbooks, etc.)

(c) How much time did this take? How often did you work with the child?

(d) List names of others who aided you in your strategy in any way.

5. Evaluation

(a) Candid evaluation of your strategy:

STRENGTHS

WEAKNESSES

Teacher Strategies Ed. 625
Fall, 1972

Syllabus
Ruth Nickse, Instructor

# TEACHER STRATEGIES IN DEVELOPING A TOTAL EDUCATIONAL ENVIRONMENT

The focus of this course is to prepare the teacher as an agent of educational growth within the school system. The course includes an examination and analysis of the processes of planned change and includes a guided practicum experience in enlisting others in the development of inter-class and inter-school programs, organizing parent involvement and working with school administrators and community committees on the development of a total early childhood program.

## I. Course Introduction

The knowledge competencies in the course are required of all students as they form the basic minimum requirements of your understanding for implementation of the planned change process.

The behavioral competencies which are suggested to fulfill requirements for this course depend in large measure on many factors, including the teacher's skills and knowledge of the climate of each classroom, school and the community.

Other factors to be considered are the teacher's analysis of what is really needed in the school and what can be realistically accomplished by the teacher with given resources.

Some projects are of short term duration; some will take longer to implement. Considerations of the many factors involved in educational innovation will dictate, in part, your choice of behavioral competencies. Since each school is different, consider the list of suggested behavioral competencies as a preliminary suggestion list which can be altered to accommodate your needs and those of the school.

### A. Knowledge Competencies

REQUIRED OF STUDENTS

1. Completed case study of the change process **Due December 13
2. Force-field analysis **Due date to be announced
3. Weekly "progress logs" of activities
   **Due September 27, October 18, November 15

### B. Suggested Behavioral Competencies

1. Form a School-Community Committee (for non-Project students only)
2. Develop a specialization strategy - a portable workshop
3. Develop the beginnings of a Teacher Center
4. Plan several programs within or across schools
5. Start a Parent-Study Group or a Teacher-Study Group around the area of child development and early childhood education

6. Transform your PTA
7. Develop a home visit program
8. Interclass program - exchange kids in interest areas
9. With a committee of interested others make a priorities list of things to change in your school. Estimate the "cost" of the change (in time, energy, $$, recources within/without the school, community acceptance, etc.)
10. Develop, with others, a long-range (3 to 5 years) plan for vour school
11. Develop continuity between area Pre-K programs and your kindergarten
12. Develop a Pre-k testing program
13. Create a new educational something -- Day Care Center, a gathering place for teachers, a materials and skills exchange
14. Set up a resource center in your school (i.e., toy lending library, faculty library, etc.)
15. Develop a new assessment program for your school
16. Set up a parent-volunteer program
17. Set up a peer-teaching program.

THINK, THINK, THINK alone and with others about what your school really needs.

II. Course Credit

Since this course is a graduate course in education, it is assumed by the instructor that work will be of graduate quality. Your grade is based upon the quantity of work you contract to complete in the course. The contract schedule is listed below.

3 credit hours

For "B" in the course - ALL required knowledge competencies (case study, progress logs, and force-field analysis) PLUS ONE behavioral competency

For "A" in the course - ALL required projects (case study, progress logs, and force-field analysis) PLUS TWO behavioral competencies

Ed. 625 - TEACHER STRATEGIES IN DEVELOPING
A TOTAL EDUCATIONAL ENVIRONMENT

Fall, 1972

# PROPOSED AGENDA

TOPIC I. The Teacher as a Person, and as a Professional
- A. Characteristics of Teachers
  teacher needs, feelings, mental health
- B. Characteristics of the "Helping Profession"
  What kinds of skills and attitudes are needed in the "helping profession"?
- C. Teacher Rights
  What are the legal rights of teachers?

TOPIC II. Organizational Theory
- A. Characteristics of Organizations
  What is an organization? roles, norms, leadership
  informal and formal groups
  communication networks, goals

TOPIC III. Schools as Organizations
- A. Characteristics of Schools
  What kind of organization is a school?
  structure of schools, functions of schools, questions of goals, leadership, communication, formal and informal groups

TOPIC IV. Innovation and Change in Schools
- A. What is innovation - change?
  What kinds of change exist? How does change occur?
  goals of change: the problem-solving approach to change

TOPIC V. Strategies for Change in Schools
- A. What kinds of strategies are useful in change?
  1. Personal growth and development
  2. Teacher-pupil relationships
  3. Pupil-pupil interaction, peer teaching
  4. Teacher-teacher interaction
  5. Teacher-administrator relationship
  6. Teacher and the local school board/state officials
  7. Teacher-parent relationships
  8. Teacher-paraprofessional activities
  9. Teacher-community relationships
  10. Teacher committees, teacher unions

Ed. 625 Teacher Strategies Fall, 1972 Ruth Nickse, Instructor

# INFORMATION TO BE INCLUDED IN PROGRESS LOGS

## I. Goals

1. What short and long term goals for your school/classroom are you interested in?
2. Who will the planned change benefit? How can you be sure?
3. How many others within and without the school can you interest/enlist to help you?

## II. Information on Resources - within school and in community

1. Who has special skills?
2. Who has time and energy to help?
3. How much money is available, or who could raise it?
4. Where is space available?
5. How can time be used better?
6. What new skills do you need to implement your planned change?

## III. Information on Relationships - within school-community

1. Who are the key people you need to enlist ot help you?
2. What kinds of attitudes do people hold about school, change, teaching, kids, and you?
3. Who gets along with who, in the school/community and who doesn't? Why?

(Use observation-talking with,newspaper reading, to get this type of info.)

## IV. Information on Alternative Solutions

1. List the different alternative (ways of implementing) the change.
2. What are the strengths and weaknesses of each, based on the goals, the relationships and resources involved.

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# STUDENT CONTRACT

1. Student's name _____

2. If you are engaged in a project with others, list their names _____
_____

3. What letter grade are you working for in this course? _____

4. Describe your intended project briefly: in other words, your goals in this course.
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. What kinds of aid would be helpful to you at this point? Circle appropriate ones.
(a) conference with Nickse
(b) more outside speakers in _____ area
(c) small group discussions of on-going projects, etc.
(d) other (describe) _____
_____
_____
(e) more discussion of books related to planned change
(f) other (list) _____
_____
_____
_____

6. So far, what needs is this course meeting in providing you with skills and knowledge to act as a change agent? _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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# SCHOOL INFORMATION AND ANALYSIS SHEET

Name of student_____

## SCHOOL INVENTORY

School name_____ Phone_____
School address_____ Vice Principal's name_____
_____ _____
_____ Name and title of principal's boss
Principal's name_____ _____
_____

## I. PHYSICAL DESCRIPTION

Date of building construction and condition of building._____
1=excellent, 2=good, 3=o.k., 4=not good, 5=poor

SCHOOL RATING - Rate the schol on these factors

| | | | | | |
|---|---|---|---|---|---|
| good location | 1 | 2 | 3 | 4 | 5 |
| outside space | 1 | 2 | 3 | 4 | 5 |
| "attractive" inside and out | 1 | 2 | 3 | 4 | 5 |
| playground area - size | 1 | 2 | 3 | 4 | 5 |
| equipment | 1 | 2 | 3 | 4 | 5 |
| heat | 1 | 2 | 3 | 4 | 5 |
| light | 1 | 2 | 3 | 4 | 5 |
| storage space | 1 | 2 | 3 | 4 | 5 |
| room size | 1 | 2 | 3 | 4 | 5 |
| gym | 1 | 2 | 3 | 4 | 5 |
| cafeteria | 1 | 2 | 3 | 4 | 5 |
| library | 1 | 2 | 3 | 4 | 5 |
| learning center | 1 | 2 | 3 | 4 | 5 |
| teacher's lounge | 1 | 2 | 3 | 4 | 5 |
| add others | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |
| _____ | 1 | 2 | 3 | 4 | 5 |

## II. INTERNAL ORGANIZATION OF SCHOOL-STAFF

Total number of students in school_____
Total number of teachers in school_____ full time_____ part time_____
Grade breakdown - How many each? - How many students in each?

| | | |
|---|---|---|
| K | 3 | 6 |
| 1 | 4 | 7 |
| 2 | 5 | 8 |

If family grouped, explain how._____
_____
_____

Age range of teachers
Range of teaching experience in years
Sex distribution
What percentage belong to teachers union
Number of paraprofessionals
How is their time used?

What duties do they fulfill

Student Teachers and Other Volunteers:

How many and where from

List Specialists and how often available (art, music, speech, reading, foreign language, other)

## III. School Functioning

School Hours

K Other Grades

Transportation

Percentage bused and average length of ride
Percentage that walk

Explicit School Rules (Children's Behavior)

Dress codes
Playground
Bathrooms
Halls
Cafeteria
Other

School Rules (Teacher's Behavior)
What kinds of rules and regulations are explicit, what implicit?

Dress codes
Sing in-out, etc.
Compulsory faculty meeting
How many personal days do you have?
Do you have a written contract? Yes No

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## IV. School Program

Does your school have any "special programs?" What?_____

Title Programs?_____

What proportion traditional to "open" classrooms in your school?_____

Are you satisfied with your own: (1=excellent, 2=good, 3=o.k., 4=not good, 5=poor)

| | | | | | |
|---|---|---|---|---|---|
| Reading Program | 1 | 2 | 3 | 4 | 5 |
| Music | 1 | 2 | 3 | 4 | 5 |
| Math | 1 | 2 | 3 | 4 | 5 |
| Physical Education | 1 | 2 | 3 | 4 | 5 |
| Art | 1 | 2 | 3 | 4 | 5 |
| Social Studies | 1 | 2 | 3 | 4 | 5 |
| English | 1 | 2 | 3 | 4 | 5 |
| Report System | 1 | 2 | 3 | 4 | 5 |

What basal series do you use? _____
What services do you provide?(Medical, hot lunch, breakfasts, etc.)_____

## V.Community Aspects of Your School

How many schools in the district and what kind_____

Population of the area_____
Is your school in a rural, urban or suburban area? Circle one.

Client Information
Percent Socio-economic Status (rough estimate) ($)
Under 3,000 _____
Under 5,000 _____
5,000 - 10,000_____
Above 10,000_____

General education level of parents (%)
Grade 1 - 8 _____
9 - 12_____
1 2 3 4 years of college_____
Other_____

What are the controversial school-community issues at the moment in your district? List,_____

## VI. Parent Involvement

Do you have?

| | | |
|---|---|---|
| Functioning PTA | Yes | No |
| parents as volunteers | Yes | No |
| Parent conferences | Yes | No |
| Other parent organizations | Yes | No |
| Other clubs or groups who regularly use the school | Yes | No |

What? _____

General attendance and sex of parent involved in:

| | Number of Parents Participating | Sex |
|---|---|---|
| PTA | | |
| Parent Volunteers | | |
| Parent Conference | | |
| Other Parent Organizations | | |
| Other Clubs or Groups | | |
| Other _____ | | |
| _____ | | |
| _____ | | |

## VII. Board of Education or Governing Body

How are members chosen? _____

How many members are there? _____

What composition (sex, occupation, etc.) _____

When do they meet? _____

Where? _____

Add any comments about the school in general.

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# WHY ARE WE AFRAID TO LET PARENTS COME INTO THE SCHOOLS?

Because parents might see things like:

(1) discipline -- screaming at kids, etc.
(2) teacher ineffectiveness
(3) horrible habits -- toad behavior
(4) poor supervision (i.e., "high spirits" in halls and cafeteria, etc.)
(5) a poor school program
(6) where the money really goes (or doesn't go)
(7) administrators not "doing their job" (What is their job?)
(8) teacher disrespect for kids
(9) add others_____

If we let parents come to school, they might find out that:

(1) one teacher cannot teach 30 kids at the same time easily or well
(2) we don't have enough books or materials or space
(3) the food is bad and overpriced
(4) children vary greatly in their needs and abilities
(5) add others_____

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## RAP SESSION

DO PARENTS EXPECT TEACHERS TO BE:

(1) mostly women (in elementary school)?
(2) properly dressed?
(3) always well-prepared?
(4) always pleasant?
(5) non-smokers, non-drinkers?
(6) non-political, conservative?
(7) self-sacrificing?
(8) dedicated?

DO PARENTS FEEL THAT TEACHERS:

(1) are overpaid?
(2) should be babysitters?
(3) have easy jobs?
(4) have short hours?
(5) have long vacations with nothing to do?
(6) should volunteer their time for after school planning?
(7) are not very important people?

1. Are these things true? Why or why aren't they true?_____

2. What else do parents expect of teachers?_____

3. Are these realistic expectations? Why? _____

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# B I B L I O G R A P H Y

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MOVIES

To Sir with Love

The Prime of Miss Jean Brodie

PROJECT CHANGE DEPARTMENT OF EDUCATION

# PIAGET AND EARLY CHILDHOOD EDUCATION

Instructor: Tom Lickona
Summer, 1972

## REQUIRED BOOKS

1. Pulaski, M.A. — Understanding Piaget
2. Inhelder, B. and Piaget, J. — The Early Growth of Logic in the Child
3. Sharp, E. — Thinking Is Child's Play

## OPTIONAL

4. Piaget, J. — The Origins of Intelligence in Children

## COURSE OBJECTIVES

1. Understand Piaget's developmental theory of intelligence, particularly the transition from pre-logical to logical thinking.

2. Do an in-depth clinical study of 2 children's thinking:
   (a) Using children of different developmental levels (approximately 2 years apart, one being at the level you teach).
   (b) Studying four (4) different areas of the first child's thought.
   (c) Making comparisons with the second child in 2 areas of thinking
   (d) Planning, carrying out, and implementing a Piaget learning experience with the first child in two areas of thought.
   (e) Submitting a written report on above, or doing a verbal report (to Instructor) with notes.

3. Develop a set of Piaget learning materials corresponding to 2(d).

4. Have fun.

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Instructor's Office: Project Change (ground floor - Campus School) 753-2326
Office Hours: 9-10 a.m., Tu-Th, or by appointment

PROJECT CHANGE

DEPARTMENT OF EDUCATION

Instructor: Tom Lickona
Ed. 662-01: Summer, 1972

# PIAGET AND EARLY CHILDHOOD EDUCATION
## Course Calendar

| Class Meeting | Topic | Reading |
|---|---|---|
| June 27 | Introduction to the Course | |
| June 28 & 29 (W, Th: 12:15-2:15 | Why Piaget?<br><br>1. Developmental Theories and Educational Implications<br>2. Piaget's 4 stages | 1. Understanding Piaget (U.P.), pp. 13-65<br>2. "The Stages of the Intellectual Development of the Child" (Handout)<br>3. "The Continuing Influence of Jean Piaget" (H)<br>4. "A Conversation with Jean Piaget" (H) |
| June 30 (F) (12:15-2:15) | 1. Floating and Sinking: Examples of Children's Thinking<br>2. Discussion of Course Projects | 1. "Children's Ideas about Floating Objects" (H)<br>2. "Egocentrism and Precausal Thinking" (H)<br>3. The Construction of Reality in the Child (H) |
| July 5 & 6 (W, Th, 12:15-3:15) | The development of causal thinking in the child<br><br>1. Concept of the dream<br>2. Concept of life<br>3. Origins of night<br>4. Movement of clouds<br>5. Floating and sinking | 1. The Construction of Reality in the Ch the CHILD (H)<br>2. Understanding Piaget, pp. 168-191 |
| July 11 (Tu) (12:15-2:15) | Guest Workshop:<br><br>A Piaget Preschool Program in Action: Activities and Materials<br><br>Rosemary Babcock<br>Teacher-Director, Aurora | 1. "Piaget Preschool Curriculum" (H)<br>2. The Early Growth of Logic in the Child, pp. 55-116 |

PIAGET AND EARLY CHILDHOOD EDUCATION
Course Calendar

| Class Meeting | Topic | Reading |
|---|---|---|
| July 12 (W)<br>(12:15-2:15) | Guest Workshop:<br><br>A Piagetian Approach to Mathematics<br><br>Ernestine Wright<br>Teacher-West Hill, Ithaca | 1. The Child's Conception of Number (H)<br><br>2. Understanding Piaget, pp. 124-139 |
| July 13 (Th)<br>(12:15-2:15) | Guest Workshop:<br><br>Piaget and Science | |
| July 18 (Tu)<br>(12:15-2:15) | The Child's Concept of Number<br><br>(Lecture, film and discussion) | previously assigned |
| July 19 (W)<br>(12:15-2:15) | Open Day:<br><br>(1) Informal Small-Group Sharing<br><br>(2) Course Mid-point Evaluation | |
| July 20 (Th)<br>(12:15-2:15) | Classification and Memory.<br><br>(Lecture, films, and discussion) | Early Growth of Logic, pp. 247-261 (seriation) |
| July 25 (Tu)<br>(12:15-2:15) | Guest Workshop:<br><br>1. Piaget in the Open Classroom<br><br>2. Working with Seriation<br><br>Mary Hapgood<br>Open Education and Piaget Specialist | previously assigned |

PIAGET AND EARLY CHILDHOOD EDUCATION
Course Calendar

| Class Meeting | Topic | Reading |
|---|---|---|
| July 26 and 27( W & Th) (12:15-2:15) | Egocentrism, Language, and Thought in the Child | Handout |
| July 31, Aug. 1 & 2 (M,Tu, & W) (12:15-2:15) | The Social-Moral Development of the Child | 1. Understanding Piaget, pp. 77-89<br>2. "The Child as Moral Philosopher"(H)<br>3. "Evaluating Moral Reasoning" (H) |
| Aug 3 (Th) (12:15-2:15) | 1. Small-Group Sharing<br>2. Wrap-up Course Evaluation | |

# Recommended FORMAT for Piaget Project Report

## General Guidelines

(1) Be selective in reporting or transcribing your material. Present the examples that are most illustrative of a thought process in the child.

(2) Make comments and interpretations pertaining to:

(a) The thought processes you infer from your observations (decentering, reversibility, attention to transformation, differentiation between subjective and objective, mobility of thought, dominance by perceptual cues, consistency or contradiction, etc.)

(b) The developmental stage or sub-stage represented by the child's performance - as nearly as you can identify it.

(c) The child's general approach to the question or task you presented: active involvement vs passive uninvolvement, flexibility vs rigidity, impulsiveness vs reflectiveness, verbal vs non-verbal etc.

(3) Don't go overboard with your interpretations -- that is, stick to what you can relate to your observations.

(4) Make inter-connections whenever possible between different sections of your report (e.g., one diagnostic area with another, a diagnostic area with a learning experience, etc.).

(5) Make the report reflect your own involvement with the children and the project-- include your own reactions to the whole process, new insights into children, etc.

(6) Include under "Comments" what you might have done differently in asking a question, responding to a comment, presenting a task, etc.

Convey a sense of how your project developed - how you started, what changes you made, etc.

(7) Report in relative detail the best (most revealing) diagnostic and the best learning experience. Use summary description more in reporting the other experiences.

## Format

(1) Short description of the children you worked with (ages, grade in school, race, sex, siblings, general impression of personality, socioeconomic level).

Recommended FORMAT
(continued)

(2) Diagnostic Reports (For example:)

(a) Classification

[1] Report on child #1
2. Report on child #2

(b) Conservation

1. Report on Child #1
2. Report on Child #2

(c) Concept of Dream (Child #1)

(d) Moral Judgment (Child #1)

Summary Impression of Child #1 on Diagnostic

(3) Learning/Teaching Experiences Report

(a) Classificatin

1. How Learning Experience relates to the diagnostic experience -- did you get your ideas from the child's reactions in the diagnostic session? Use the same materials in a different way? Pick up on an earlier line of questionng? Present new materials that tapped the same thought processes

Basically, how did the learning experience set out to stretch the thinking you studied in the diagnostic interview?

2. Description of the learning activities (this can blend in with (a) - need not be a separate section):

*General Strategy (creating conflict, working on underlying processes)

*Materials used (Illustrate layout, order of presentation, etc.)

*Dialogue between you and child

*Behaviors observed that reflected the thought processes you were trying to stimulate

*Any stage avance that you think may have occurred

*Other ideas for learning in this area that you developed as a result of this experince

(b) Description of second learning experience

(c) Summary of Impressions from Learning Experiences

List of Piaget materials you developed and the areas of learning for which you intend to use them.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

# BUDGET AND FINANCIAL REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R1170
APPROVAL EXPIRES 6-30-72

23-92-A

TYPE OF PROGRAM REQUESTED
PROJECT CHANGE 1972-73

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
State University College at Cortland
Cortland, New York 13045

| | A. DIRECT COST ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES | | BUDGETED | EXPENDED | BALANCE |
|---|---|---|---|---|---|
| 1 | DIRECTOR | | 16,000 | | |
| 2 | SECRETARIAL AND CLERICAL | | 6,500 | | |
| 3 | OTHER ADMINISTRATIVE SUPPORTING STAFF | | ------ | | |
| 4 | FULL-TIME INSTRUCTORS | NO. 2 | 28,700 | | |
| 5 | PART-TIME INSTRUCTORS | NO. --- | ------ | | |
| 6 | LABORATORY ASSISTANTS | NO. 1 | 3,100 | | |
| 7 | INSTRUCTIONAL ASSISTANTS | NO. --- | ------ | | |
| 8 | LECTURERS AND/OR CONSULTANTS | NO. 30 | 3,400 | | |
| 9 | SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8) | | 57,700 | | |
| | B. OTHER DIRECT COSTS | | | | |
| 10 | EMPLOYEE SERVICES AND BENEFITS (Does Not Include Lines 6 and 8.) | | 6,963 | | |
| 11 | TRAVEL | | 4,800 | | |
| 12 | OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS | | 1,500 | | |
| 13 | INSTRUCTIONAL SUPPLIES, ETC. | | 1,000 | | |
| 14 | REQUIRED FEES | | 1,200 | | |
| 15 | EQUIPMENT RENTAL AND/OR DEPRECIATION (If applicable) | | 1,150 | | |
| 16 | SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15) | | 16,613 | | |
| 17 | TOTAL DIRECT COSTS (Sum of Lines 9 and 16) | | 74,613 | | |
| | C. STIPEND SUPPORT (Trainee participants) | | | | |
| 18 | PARTICIPANTS PAID | NO. 20 | 66,000 | | |
| 19 | DEPENDENTS PAID | NO. 10 | 5,000 | | |
| 20 | TOTAL STIPEND SUPPORT (Sum of Lines 18 and 19) | | 71,000 | | |
| 21 | TOTAL DIRECT AND STIPEND COSTS (Sum of Lines 17 and 20) | | 145,313 | | |
| 22 | INDIRECT COSTS (8 percent of Line 20) | | 11,625 | | |
| 23 | GRAND TOTAL (Sum of Lines 21 and 22) | | 156,938 | | |

TYPED NAME OF DIRECTOR
Thomas Lickona

SIGNATURE OF DIRECTOR

DATE SIGNED
10/15/71

TYPED NAME AND TITLE OF FINANCIAL OFFICER
(Executed copy to follow from New York

SIGNATURE OF FINANCIAL OFFICER
State Research Foundation)

DATE SIGNED

Budget Notes

Project Change No. 1049 | July, 1972 - June, 1973 | State University College Cortland, New York 13045

| | | |
|---|---|---|
| **A. DIRECT COSTS - ADMINISTRATIVE AND INSTRUCTIONAL STAFF SALARIES** | | **$ 57,700** |
| 1. Director - Full-time (12 months, July, 1972-June,1973) Based on academic year salary of $14,000 plus 16% institutional rate for summer obligations | | $ 16,000 |
| 2. Secretarial and Clerical | | $ 6,500 |
| Full-time secretary (12 months) | $6,000 | |
| Additional clerical assistance (hourly basis) | $ 500 | |
| 4. Full-time Instructors | | $ 28,700 |
| 1 Full-time Instructor, David Young (10 months, Sept. '72-June '73) Based on academic year salary. | $14,000 | |
| 1 Full-time Instructor and Follow-Through Coordinator, Ruth Nickse (Summer session, 1972; Sept. 1972-June, 1973). . . . . Based on present academic year salary of $12,500 plus 16% inst. rate for summer obligations | $14,700 | |
| (Potential Education Department assimilation of one of the above two instructors is projected for Fall, 1972, in which case the Project will recruit a new person to fill the Instructor-Follow Through Coordinator position.) | | |
| 6. Graduate laboratory and administrative assistant (Summer session, 1972; Sept., 1972-May, 1973). Based on institutional rate of $2500 for 20 hr. p.w. graduate assistant for academic year, plus $600 for summer session. | | $ 3,100 |
| 8. Lecturers and/or Consultants | | $ 3,400 |
| 6 outside lecturers for 3-day workshops @ $250 per workshop | $1,500 | |
| 4 outside evaluation consultants @ $100 per day | $ 400 | |
| 20 non-Project College lecturers at $75 per workshop (to involve planning, workshop, consultation to individual students, and post-evaluation w/staff) | $1,500 | |
| **B. OTHER DIRECT COSTS** | | **$ 16,613** |
| 10. Employee Services and Benefits College rate is 13.6% of regular salaries and wages (benefits are not provided for lines 6 and 8). | $6,963 | |

Budget Notes 2

11. Travel _____ $ 4,800

Project Staff

2 national conferences for 3 Project staff members (e.g., Director's Conference and LTI Conferences) at $200 per conference $1,200

One visit to each of three EPDA project sites by Project Directors and Instructors @ $200 per visit $ 600

Participants

One field trip to each of two EPDA projects in New York State by the 10 professional participants at $50 per trip. $1,000

Consultant and Visiting Lecturer Travel

10 Consultants or visiting lecturers, 10 round trips @ $100 per trip $1,000

General travel to and from Project training field sites in eight counties by Project staff and participants; participant field trips - community committee members travel to college workshops. $1,000

12. Office Supplies, Publicity, Communications; _____ $1,500

Communications $ 500

Supplies (Includes cost of dissemination of training program and curriculum Mini-Guides) $1,000

13. Instructional Supplies, etc. $1,000

Curriculum materials (for use in instruction and in field-site practicum teaching). $ 600

Reference books for participants (list to be determined). $ 200

Rental of films and tapes $ 200

14. Required Fees $1,200

$50 College Fee for each of 10 professional participants for each of 2 semesters; $10 fee for each of 2 summer sessions (Total per person $120)

15. Equipment $1,150

Xerox Machine rental (Project will share cost of economy plan rental of machine with Campus School, --this being less expensive than xeroxing on per page basis). $1,000

Purchase of 2 Cassette Tape recorders at $75 a piece. $ 150

Budget Notes 3

| C. STIPEND SUPPORT | | $ 71,000 |
|---|---|---|
| 18. Participants | | $ 66,000 |
| Summer stipend of $700 for 10, 1971-72 experienced professionals (remaining in program for 2nd summer, see proposal, p. , for rationale). | $7,000 | |
| 10 experienced professionals for academic year @ $3,500 each, plus $700 for summer '72 session and $700 for summer '73 session. (Total per participant: $4900). | $49,000 | |
| 10 paraprofessionals for 12 weeks at $100 per week. | ~~$10,000~~ $12,000 | |
| 19. Dependents: | | |
| 10 professionals -- 1 dependent each at $400 per dependent, plus $100 per dependent for 1972 summer session (no dependents' allowance for 1973 summer session). | $5,000 | |

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET AND FINANCIAL REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R0338

GRANT/CONTRACT NUMBER
23-92-A

TITLE OF PROGRAM REPORTED
PROJECT CHANGE (1973-74)

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
State University College at Cortland
Cortland, New York 13045

| | A. DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES | | BUDGETED | EXPENDED | BALANCE |
|---|---|---|---|---|---|
| 1 | DIRECTOR | | 16,500 | | |
| 2 | SECRETARIAL AND CLERICAL | | 6,700 | | |
| 3 | OTHER ADMINISTRATIVE SUPPORTING STAFF | | ------ | | |
| 4 | FULL-TIME INSTRUCTORS | NO. 2 | 29,700 | | |
| 5 | PART-TIME INSTRUCTORS | NO. --- | ------ | | |
| 6 | LABORATORY ASSISTANTS | NO. 1 | 3,100 | | |
| 7 | INSTRUCTIONAL ASSISTANTS | NO. --- | ------ | | |
| 8 | LECTURERS AND/OR CONSULTANTS | NO. 30 | 2,650 | | |
| 9 | *SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)* | | 58,650 | | |
| | B. OTHER DIRECT COSTS | | | | |
| 10 | EMPLOYEE SERVICES AND BENEFITS (Does Not Include Lines 6 and 8.) | | 7,194 | | |
| 11 | TRAVEL | | 3,700 | | |
| 12 | OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS | | 1,000 | | |
| 13 | INSTRUCTIONAL SUPPLIES, ETC. | | 400 | | |
| 14 | REQUIRED FEES | | 1,200 | | |
| 15 | EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)* | | 1,000 | | |
| 16 | *SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)* | | 14,494 | | |
| 17 | TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)* | | 73,144 | | |
| | C. STIPEND SUPPORT *(Federal participants)* | | | | |
| 18 | PARTICIPANTS PAID | NO. 20 | 59,000 | | |
| 19 | DEPENDENTS PAID | NO. 10 | 5,000 | | |
| 20 | TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)* | | 64,000 | | |
| 21 | TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)* | | 137,144 | | |
| 22 | INDIRECT COSTS *(8 percent of Line 21)* | | 10,972 | | |
| 23 | GRAND TOTAL *(Sum of Lines 21 and 22)* | | 148,116 | | |

TYPED NAME OF DIRECTOR
Thomas Lickona

SIGNATURE OF DIRECTOR

DATE SIGNED
10/15/71

TYPED NAME AND TITLE OF FINANCIAL OFFICER
(Executed copy will follow from New

SIGNATURE OF FINANCIAL OFFICER
York State Research Foundation.)

DATE SIGNED

#

Please share this flyer with anyone who might be interested in the Institutes.

#

Affective Institute Coordinators:

Thomas Lickona, Project Change
Phil Silvino, Campus School
Conference Assistant: Don Lipman

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Other Upcoming Special Events in Education at the College at Cortland:

Distinguished Speakers in Education (write to us to request program)

2nd Annual Open Education Conference: May 3,4,&5, 1973 (write for program)

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AFFECTIVE EDUCATION INSTITUTE
Project Change
Department of Education
SUNY at Cortland
Cortland, N.Y. 13045

SECOND

In a Series of

AFFECTIVE EDUCATION INSTITUTES

on

# The Affective Development of Children and Human Relations in the Classroom and the School

Sequel to the April 1972
Open Education Conference

by

Project Change
The Campus School &
The Department of Education

State University
COLLEGE AT CORTLAND

for

Elementary School Principals
and
Teachers

on

Friday, December 8, 1972
Saturday, December 9

Registration Deadline for
December Institute: December 1

Advance Registration Required

PROGRAM

Friday, December 8

3:30 PM Registration & Coffee, Corey Union

3:50 PM Welcoming Remarks, Tom Lickona

4:00 PM WORKSHOPS (Please be there when the workshop begins)

* DUSO: Developing Understanding of Self & Others, A Structured Affective Program for ages 5-7
  Carolyn Bradstreet, Campus Schl

#

* The Development of the Child's Sense of Independence and Control of His Environment
  Tom Lickona, Project Change

#

* Expressive Movement Education
  Susan Dalziel, Project Change

#

* Improvised Music That Anybody Can Make

#

* Exploring Affective Education: Weekend-Long Program (2 Days)
  Phil Silvino, Nancy Werder, & Don Conning, Campus School Affective Education Team

"If you choose this workshop, you will be entering into an agreement to become part of an ongoing small group for both days.

It is our feeling that affective education is not a technique or method that is utilized for only a small part of the day, but rather a total way of looking at education. Affective education is not merely a technique for teachers to use in school with children but rather it is a total way for all people to deal effectively with other people of all ages.

During the two days we will explore our own feelings, values, and thoughts in our group. Opportunity will be provided to consider ways for applying these experiences to classroom situations.

Because of the need for continuity, a continuous involvement with the same group for both days is necessary. Therefore, if you plan to attend this particular workshop, you must so indicate on the enclosed registration form in the place provided."

#

5:45 PM DINNER, Caleion Room

6:45 PM Affective Film, Exhibition Lounge

#

7:30 - 9:00 PM WORKSHOPS

* Process Education: What It's All About & How To Do It
  Ruth Nickse, Project Change

#

* Improvised Music That Anybody Can Make (Repeated)

#

* Moral Reasoning & Values Education II: Classroom Techniques
  Tom Lickona, Project Change

#

* More on Eliciting and Discussing Feelings with Adults and Children
  Angela Thurlow & Dorothy Ziegler, Campus School

Saturday, Dec. 9 WORKSHOPS 10:00-11:30 (Please be there when the workshop begins)

* Discipline: Teaching Self-Control
  Rosemary Babcock, Regional Open Education Project

#

* The Joy of Being You: The Child's View of Himself
  Sara Fraher, Port Byron N.Y.S. Educ.Dept. Inservice Cnslt

#

* Developmental Stages in Children's Moral Reasoning: A Basis for Values Education (Intro. Session)
  Janet Fagal, Newfield Cntrl School, Project Change

#

* Creative Dramatics II (Follow-up to October Institute)
  Sue Dalziel, Project Change

#

11:45 - 12:45 LUNCH, Caleion Room

12:45 - 1:00 Short Affective Films

#

1:15 -2:30 WORKSHOPS

* Discipline (Repeated)

#

* The Joy of Being You (Repeated)

#

* Developmental Stages in Moral Reasoning (Repeated)

#

* Evaluating an Affective Education Program
  Alan Willsey
  Research Director, Campus Schl

THIRD INSTITUTE:
Friday, March 2
Saturday, March 3
**********

To maximize impact on participating programs, we encourage teams from a school, including the principal.

# EDUCATION:
# INCREASING ALTERNATIVES FOR TEACHERS AND CHILDREN

THURSDAY, APRIL 20 / FRIDAY, APRIL 21 / SATURDAY, APRIL 22 / 1972

STATE UNIVERSITY COLLEGE AT CORTLAND, N.Y. 13045

| | | |
|---|---|---|
| 8:30 - Noon | Registration -- Lobby, Corey Union | NOTES |
| Morning Session | | |
| 9:10 - 9:15 | Welcoming Address<br>Dr. Whitney Corey, Vice President for Academic Affairs<br>State University College at Cortland (SUCC) | |
| 9:15 - 10:30 | THEME SPEECH: OPEN EDUCATION: ALTERNATIVE FOR THE 70'S?<br>Vincent R. Rogers, Dept. of Ed., University of Connecticut<br>Editor of Teaching in the British Primary School<br>Function Room, Corey Union (Room 316) | |
| 10:30 - 10:45 | Coffee and Conversation | |
| 10:30 - 2:00 | Tours of the Cortland College Open Plan Campus School<br>(Begin at Campus School Main Office, 2nd floor) | |
| 10:30 - 5:00 | Commercial Exhibits of Materials for the Open Classroom<br>Campus School Auditeria | |
| 10:30 - 8:30 | Films on Open Education (See Registration Desk for Schedule)<br>Corey Union 132, 133, 134 | |
| 10:45 - Noon | THEME SPEECH: LEARNING AND INDEPENDENCE: BEYOND MONTESSORI TO THE OPEN CLASSROOM<br>Nancy Rambusch<br>Author of Beyond Montessori<br>Function Room, Corey Union (316) | |
| 11:00 - 5:00 | Conversation Corners: Rest, Think, and Talk<br>Fireside Lounge, Corey Union; Campus School Lounge (B-217);<br>Cornish Hall Lounge (Education Department) | |

11:00 - Noon W O R K S H O P S (Tickets Required)

T-1 Discussion: Focus on Strategies for Changing Schools
Leader: Ruth Flurry, Bureau of Child Development and Parent Ed., N.Y.S. Education Department
Cornish Hall 309

T-2 Slide Presentation and Discussion: The 3-year Development of an Open Classroom for Second and Third Graders
Anne Caren, West Hill Elementary School, Ithaca, N.Y.
Corey Union 209

T-3 From Trash to Treasures: Making Stuff for Open Classroom Interest Centers
Sue McCord, Department of Human Dev. and Family Studies, Cornell Univ.
Corey Union 201-203

T-4 Process Education in the Open Classroom (Grades 4-6)
Ruth Wickse, Project Change, State University College at Cortland
Cornish Hall 307

T-5 Language Experiences in the Open Classroom (Preschool - Primary)
David Young, Project Change, SUCC
Rhoda Fromkin, Bunker Center (Syr. Exp. Pre-K Program), Project Change
Corey Union 207-208

T-6 Developing Thinking: Piaget-Based Activities for the Open Classroom (Preschool - First Grade)
Rosemary Babcock, Aurora Cooperative Nursery School, Project Change
Corey Union 211-213

T-7 Slides and Reactions from an 8-Day Visit to the British Primary Schools
Alice van der Heyden, Teacher Development Elem. Sch., Project Change
William van der Heyden, Principal, Mark Byron Elementary School
Cafeteria Lounge, Corey Union

T-8 Slide Filmstrip and Discussion: Developing a Creative Playground
Nancy Schulte, Cortland Child Care and Dev. Center, Project Change
Janet Pugh, Hoffman Elem. School, Project Change
Campus School Language Lab (B-23)

T-9 Getting Off On Media
Harold Brull, East Hill School, Project Change
Campus School B-9

T-10 Creative Dramatics Workshop (Preschool - Primary)
Sara Fraher, Port Byron Elem. School, Project Change
Campus School Small Gym C-119

T-34 Creating Indoor and Outdoor Environments for Young Children
Robert Bartholomew and Marvin Adleman, Dept. of Environmental Analysis and Design, Cornell University
Corey Union 305-306

T-35 Behavior Modification in the Open Classroom
William Hopkins, Psychology Department, SUCC
Cornish Hall D-218

12:15 - 1:15 BUFFET LUNCHEON ($1.75), Function Room, Corey Union

1:30 - 2:30 THEME SPEECH: TEACHERS' CENTERS: A NEW APPROACH TO CHANGING SCHOOLS

Stephen K. Bailey, Policy Institute, Syracuse University
Function Room, Corey Union (316)

1:30 - 2:30 Conversation Hour with Nancy Rambusch (open)
Fireside Lounge, Corey Union (219)

1:30 - 2:30 W O R K S H O P S (Tickets Required)

T-11 The Wide, Wide Sea: Developing an Interest Center that Combines Art, Language Experience, and Science (Preschool - Primary)
Nadene Baker, Olmstead Elem. School (Harpursville), Project Change
Corey Union 204-206

T-12 Creativity in the Open Classroom
Jessie Adams and students, Dept. of Education, SUCC
Campus School Art Room, A-28

T-13 Slide and Anecdotes from an 8-Day Visit to the Birtish Primary Schools (repeated)
Alice van der Meulen, Weedsport Elem. School, Project Change
William van der Meulen, Port Byron Elementary School, Principal
Exhibition Lounge, Corey Union

T-14 Sound Filmstrip and Discussion: Developing a Creative Playground (repeated)
Ronald Schultz, Cortland Child Care and Dev. Center, Project Change
Janet Fagal, Newfield Elementary School, Project Change
Campus School Language Lab (B-20)

T-36 Creating Indoor and Outdoor Environments for Young Children (repeated)
Robert Bartholomew and Marvin Adleman, Dept. of Environmental Analysis and Design, Cornell University
Corey Union 305-306

2:30 - 4:00 Conversation with individual staff of the Campus School (in their classrooms)

2:45 - 3:45 Conversation Hour with Stephen Bailey (open)
Fireside Lounge, Corey Union (219)

2:45 - 3:45 W O R K S H O P S (Tickets Required)

T-15 Slide Presentation and Discussion: the 3-year Development of an Open Classroom for Second and Third Graders (repeated)
Anne Caren, West Hill Elementary School, Ithaca, N.Y.
Corey Union 209

T-16 Creativity in the Open Classroom (repeated)
Jessie Adams and students, Department of Education, SUCC
Campus School Art Room A-28

T-17 From Trash to Treasures: Making Stuff for Open Classroom Interest Centers (repeated)
Sue McCord, Department of Human Dev. and Family Studies Cornell Univ.
Corey Union 201-203

T-18 Process Education in the Open Classroom (repeated) (Grades 4-6)
Ruth Nickse, Project Change, SUCC
Cornish Hall D-307

T-19 Creative Dramatics Workshop (Preschool - Primary)
Sara Fraher, Port Byron Elem. School, Project Change
Campus School Small Gym C-119

T-37 Behavior Modification in the Open Classroom (repeated)
William Hopkins, Psychology Dept., SUCC
Cornish Hall D-311

HOW TO START AN OPEN CLASSROOM (5 separate workshops) (Tickets Required)

T-20 Ruth Flurry, Bureau of Child Development and Parent Education, N.Y.S. Education Department (K-6)
Cornish Hall D-220

T-21 Raymond Bridgers, Jr., Department of Education SUNY at Oswego
Donald Conning, Campus School, SUCC
Campus School B-206

T-22 Sally Corcoran, Groton Elementary School, Project Change
Julia Lawrence, Southern Cayuga Elem. Sch., Project Change, (K-2)
Exhibition Lounge, Corey Union

T-23 Margaret Bly, Special Projects, Syracuse City Schools (K-2)
Campus School B-212

T-24 Thomas Clist, Special Projects, Syracuse City Schools (K-3)
Campus School B-213

T-38 George Hein, Education Development Center, Massachusetts
Corey Union 225 (Music Room)

4:00 - 5:00 W O R K S H O P S (Tickets Required)

T-25 Record-keeping in the Open Classroom
Anne Caren, West Hill School, Ithaca, N.Y.
Corey Union 209

T-26 Developing Thinking: Piaget-Based Learning Activities for the Open Classroom (Preschool - First Grade) (repeated)
Rosemary Babcock, Aurora Coop. Nursery Sch., Project Change
Corey Union 301-303

T-27 Language Experiences in the Open Classroom (Preschool - Primary) (repeated)
David Young, Project Change, SUCC
Rhoda Freedman, Dunbar Center (Syracuse Experimental Pre-K Programs), Project Change
Corey Union 207-208

T-28 Getting Off On Media
Harold Brull, East Hill School, Project Change
Campus School B-9

T-29 The Wide, Wide Sea: Developing an Interest Center that Combines Art, Language Experience, and Science (Preschool - Primary ) (repeated)
Nadene Baker, Olmstead Elementary School (Harpursville), Project Change
Corey Union 204-206

HOW TO START AN OPEN CLASSROOM (repeated) (4 separate workshops) (Tickets Required)

T-30 Ruth Flurry, Bureau of Child Development and Parent Education
N.Y.S. Education Department (K-6)
Cornish Hall D-220

T-31 Sally Corcoran, Groton Elem. Sch., Project Change
Julia Lawrence, Southern Cayuga Elem. Sch., Project Change (K-2)
Exhibition Lounge, Corey Union

T-32 Margaret Bly, Special Projects, Syracuse City Schools (K-2)
Campus School B-212

T-33 Thomas Clist, Early Childhood Special Projects, Syracuse, N.Y. (K-3)
Campus School B-213

T-39 Hein, EDC, Mass. (repeated) Corey Union 225 (Music Room)

5:00 - 7:00 DUTCH TREAT HAPPY HOUR, Corey Union (Cocktails)

5:00 - 7:00 Dining in Corey Union (Top Sirloin of Beef Dinner: $3.50 -- Reservations Required)

7:00 - 7:30 Entertainment (ALL INVITED) "Royce, Stephen, and Joan"
A Dramatic Performance of Readings, Flute, and Dance

7:00 - 9:00 Films and Conversation Groups (See Registration Desk for Rooms)

8:30 - Noon — Registration -- Lobby, Corey Union -- Coffee and Doughnuts

9:00 - 2:00 — Tours of the Cortland College Open Plan Campus School
(Begin at Campus School Main Office, 2nd floor)

Morning Session

9:10 - 9:15 — Opening Remarks -- Dr. Louis Rzepka, Dean, Division of Education, SUCC
Function Room, Corey Union

9:15 - 10:30 — THEME SPEECH: THE BRITISH AND US: WHAT WE CAN LEARN

Joseph Featherstone, New Republic
Author of Schools Where Children Learn
Function Room, Corey Union (316)

10:30 - 10:45 — Coffee and Conversation

10:30 a.m. - 8:30 p.m. — Films on Open Education -- Schedule at Registration Desk
Corey Union Rooms 132, 133, 134

9:00 - 5:00 — Commercial Exhibits of Learning Materials for the Open Classroom
Campus School Auditeria

10:45 - Noon — THEME SPEECH: THE MORAL EDUCATION OF THE CHILD: NEW CHALLENGE FOR THE SCHOOLS

Lawrence Kohlberg, Laboratory of Human Development, Harvard Univ.
Editor of Recent Research in Moral Development
Function Room, Corey Union (316)

10:30 - 5:00 — Conversation Corners: Rest, Think, and Talk
Fireside Lounge, Corey Union; Campus School Lounge (B-127)
Cornish Hall Lounge (Education Department)

11:00 - Noon — W O R K S H O P S (Tickets Required)

F-1 Children, Books, and Reading in the Open Classroom
Josephine Palmer, Elem. Ed. Program, Vassar College -- Corey Union 209

NOTES

F-2 How to Use a Planetarium with Young Children (3 and up)
Harvey Inventasch, Department of Education, SUCC
Bowers Hall Planetarium (Science Building)

F-3 Teacher Techniques for Structuring the Open Environment: Making Open Education Work for Children of All Learning Levels
Penny Holman, Trainable Mentally Retarded Program, Cayuga County BOCES
Corey 207-8

F-4 Ideas for Ecology Projects and Recycling Centers (upper elementary and junior high)
Joseph Ivanenok, Tully Central School
Linda Ivanenok, Education Department, SUCC
Corey 201-203

F-16 How the Physical Environment Affects Children's Learning and Behavior
Vance Trieschmann, Dept. of Architecture, Univ. of Illinois
Corey 204-206

F-32 Individualizing Reading in the Open Classroom
Doris Halliwell, Campus School, SUCC
Campus School Language Lab (B-20)

12:15 - 1:30 SANDWICH BUFFET LUNCH
Function Room, Corey Union

12:15 - 1:15 Sandwiches and Conversation with Joseph Featherstone (open)
Fireside Lounge, Corey (219)

Sandwiches and Conversation with Lawrence Kohlberg (open)
Fireside Lounge, Corey (219)

Afternoon Session

1:15 - 3:00 Math in the Open Classroom (K-3) (Tickets Required)
Ernestine Wright, West Hill School, Ithaca, N.Y.
Campus School B-212

Using Games to Teach Mathematics (Tickets Required)
Lloyd Wynroth, Ithaca, N.Y.
Campus School B-213

1:30 - 2:30 THEME SPEECH: OPEN EDUCATION: A DISSENTING VIEW

Donald Barr, The Dalton School, Author of Who Pushed Humpty Dumpty?
Function Room, Corey Union (316)

1:30 - 2:30 W O R K S H O P S (Tickets Required)

F-5 Sound-Filmstrip Presentation and Discussion: Stimulating Developmental Advances in Children's Thinking ABout Moral Issues
(sequel to Kohlberg lecture)
Robert Selman, Moral Education Project, Harvard University
Cornish Hall D-205

F-6 A British Potpourri of Ideas for the Open Classroom
Heather Birrell, Dept. of Early Childhood Education
Mohawk College, Ontario
Corey Union 305-306

F-7 How to Use a Planetarium with Young Children (3 and up) (repeated)
Harvey Inventasch, Department of Education, SUCC
Bowers Hall Planetarium (Science Building)

F-9 How the Physical Environment Affects Children's Learning and Behavior
Vance Trieschmann, Psychologist-Architect
Department of Architecture, University of Illinois
Corey Union 204-206

1:30 - 4:45 Focus on Educating Teachers for Open Schools (open session)
EXHIBITION LOUNGE, COREY UNION

1:30 - 2:15 Informalizing Teacher Education
New School for Behavioral Sciences, North Dakota

2:15 - 3:00 Modules for Open Teaching in Higher Education: Creating Individualized "Interest Centers" for College Students
Mary Ware, Cortland College, Department of Education

3:00 - 3:15 B R E A K

3:15 - 4:00 On the Necessity of the Teacher's Understanding the Social-Political Context of Education
John Marciano and Bill Griffen, Cortland College, Ed. Dept.

4:00 - 4:45 Examples of Teacher Training for Open Education in England and Canada
Heather Birrell, Mohawk College, Ontario

1:30 - 4:00 Focus on Administering Open Schools (open session)
CALEION ROOM, COREY UNION

1:30 - 2:15 The Task of Developing a Change-Oriented School
Thomas Toomey, Principal, Campus School, SUCC

2:15 - 3:00 Going Open Slowly in a Fairly Conventional School
Robert Navarro, Principal, West Hill School, Ithaca, N.Y.

3:00 - 3:15 B R E A K

3:15 - 4:00 What Happens After Elementary School?
Jonathan Daitch, Principal, Markles Flats (Open Jr. Hi. Sch.) Ithaca, N.Y., with staff and students from Markles Flats

2:30 - 4:00 Conversation with Campus School Staff (in their classrooms)

2:45 - 5:00 Science in the Open Classroom (Tickets Required)
Verne Rockcastle, Department of Graduate Education, Cornell University
Campus School B-9

2:45 - 3:45 W O R K S H O P S (Tickets Required)

F-10 Children, Books, and Reading in the Open Classroom (repeated)
Josephine Palmer, Elementary Education Program, Vassar College
Corey 209

F-12 Teacher Techniques for Structuring the Open Environment: Making Open Education Work for Children of All Learning Levels (repeated)
Penny Holman, Trainable Mentally Retarded Program, Cauyga County BOCES
Corey 207-208

F-13 Social Attitude Development in the Social Studies Curriculum
David Zodikoff, Department of Education, SUCC
Cornish Hall D-307

F-14 Using Children's Perception of Space as a Guide to Organizing an Open Classroom
Ruth Wischik, Cortland Children's School - Cornish D-216

F-15 Human Relations in the Open Classroom
Phil Silvino and Glenn Fleming, Campus School, SUCC
Cornish Hall D-217

F-17 Ideas for Ecology Projects and Recycling Centers (upper elementary and junior high)
Joseph Ivanenok, Tully Central School
Linda Ivanenok, Education Department, SUCC
Corey 201-203

F-18 Creative Writing and the Language Arts (Grades 1-6)
Jack Petrie, Department of Education, SUCC
Cornish D-218

F-28 What Piaget Can Tell Teachers About Young Children's Thinking
James Mancuso, Psychology Department, SUNY at Albany
Cornish Hall D-220

F-29 Language Development and Implications for Early Elementary Teaching
Morris Eson, Psychology Department, SUNY at Albany
Corey 301-303

F-33 Individualizing Reading in the Open Classroom
Doris Halliwell, Campus School, SUCC
Campus School B-20 (Language Lab)

3:15 - 5:00 Math in the Open Classroom (repeated) (Tickets Required)
Ernestine Wright, West Hill School, Ithaca, New York
Campus School B-212

Using Games to Teach Mathematics (repeated) (Tickets Required)
Lloyd Wynroth, Ithaca, New York
Campus School B-213

4:00 - 5:00 W O R K S H O P S (Tickets Required)

F-19 Sound-Filmstrip Presentation and Discussion: Stimulating Developmental Advances in Children's Thinking ABout Moral Issues (sequel to Kohlberg lecture) (repeated)
Robert Selman, Moral Education Project, Harvard University
Cornish Hall D-205

F-20 Human Relations in the Open Classroom (repeated)
Phil Silvino and Glenn Fleming, Campus School, SUCC
Cornish Hall D-217

F-22 Discussion: Focus on Keeping Track of Learning in the Open Classroom
Leader: Anne Caren, West Hill School, Ithaca, New York
Cornish Hall D-311

F-23 Social Attitude Development in the Social Studies Curriculum (repeated)
David Zodikoff, Department of Education, SUCC
Cornish Hall D-307

F-24 How to Start a Teachers' Center
Janet Fagal, Newfield Elementary School, Project Change
Cornish Hall D-219

F-26 Using Children's Perception of Space as a Guide to Organizing an Open Classroom (repeated)
Ruth Wischik, Cortland Children's School
Cornish Hall D-216

F-27 Creative Writing and the Language Arts (Grades 1-6) (repeated)
Jack Petrie, Department of Education, SUCC
Cornish Hall D-218

F-30 Language Development and Implications for Early Elementary Teaching (repeat)
Moris Eson, Psychology Department, SUNY at Albany
Corey 301-303

F-31 What Piaget Can Tell Teachers About Young Children's Thinking (repeated)
James Mancuso, Psychology Department, SUNY at Albany
Cornish Hall D-220

5:00 - 7:00 DUTCH TREAT HAPPY HOUR - Cocktails in Corey Union, 301-303

5:00 - 7:00 Dining in Corey Union Caleion Room (Baked Ham Dinner: $3.25; reservations required)

7:00 - 9:00 Films and Conversation Groups, Corey Union (Check Registration Desk for Rooms)

8:30 - 10:30 Registration -- Lobby, Corey Union

9:00 - 4:15 Films on Open Education (Schedule at Registration Desk)
Corey 132, 133, 134

8:30 - 4:15 Commercial Exhibits of Learning Materials for the Open Classroom
Campus School Auditeria

Morning Session

9:10 - 9:15 Opening Remarks
Dr. Richard Jones, President, SUCC
Function Room, Corey Union

9:15 - 10:30 THEME SPEECH: HELPING CHILDREN TO BECOME HUMAN: OPENING SCHOOLS AND COMMUNITIES TO EACH OTHER

Urie Bronfenbrenner, Department of Human Development and Family Studies, Cornell University
Author of Two Worlds of Childhood: U.S. and U.S.S.R.
Function Room, Corey Union (316)

10:30 - 10:45 Coffee and Conversation

10:45 - 11:45 Conversation Hour with Urie Bronfenbrenner (open)
Fireside Lounge, Corey Union (219)

10:30 - 4:00 Conversation Corners: Rest, Think, and Talk
Fireside Lounge, Corey Union; Campus School Lounge B-127

11:00 - Noon W O R K S H O P S (Tickets Required)

S-1 Developing an Open Art Center (Grades K-6)
Betty Singer, East Hill School, Ithaca, N.Y.
Campus School A-28

S-2 Science Activities for the Open Classroom (Grades 1-6)
Ronald Bover, Campus School, SUCC
Campus School B-212

S-3 Individualizing Reading (Primary Level)
Colleen North, Campus School, SUCC
Campus School B-110

NOTES

S-4 Movement Education: Movin' and Groovin' in the Open Classroom (primary)
Alice van der Meulen and Penny Cosentino, Weedsport Elem. Sch., N.Y.
Campus School Small Gymnasium C-119

S-5 From Traditional to Open Teaching: Taking the First Step (Grades 1-6)
Mildred Thomas, Campus School, SUCC
Campus School B-105

S-6 Outdoor Education Unlocks the Classroom (Grades 1-6)
Gordon Mengel, Campus School, SUCC
Campus School B-223

S-7 Home Economics in the Open Classroom (Grades 1-6)
Dorothy Wiggans, Campus School, SUCC
Campus School B-219

S-8 An Open Approach to Creative Writing (Grades 1-6)
Nancy Werder, Campus School, SUCC
Campus School B-203

S-9 One Approach to Organizing a Music Program in an Open School (Grades 1-6; for music teachers)
Virginia Springer, Campus School, SUCC
Campus School A-11

S-19 The Rights of Parents and Children in Developing an Open School
Jane Knitzer, Department of Human Dev. and Family Studies,
Cornell University, Ithaca, N.Y.
Campus School B-213

S-21 Look Mom and Dad -- Real Tools! (Industrial Arts)
Wilber Henry, Campus School, SUCC
Campus School A-31

S-22 Language Experiences in the Open Classroom
David Young, Project Change, SUCC
Campus School B-9

12:15 - 1:15 SANDWICH BUFFET LUNCH - Function Room, Corey Union

Afternoon Session

1:30 - 3:00 THEME SPEECH: THE OPEN CORRIDOR EXPERIMENT

Lillian Weber, School of Education, The City College, CCNY
Author of The English Infant School and Informal Education
Function Room, Corey Union (316)

3:15 - 4:15 W O R K S H O P S (Tickets Required)

S-10 Developing an Open Art Center (Grades 1-6) (repeated)
Betty Singer, East Hill School, Ithaca, New York
Campus School A-28

S-11 Science Activities for the Open Classroom (Grades 1-6) (repeated)
Ronald Bower, Campus School, SUCC
Campus School B-212

S-12 Individualizing Reading (Primary Level) (repeated)
Cathleen Norsh, Campus School, SUCC
Campus School B-103

S-13 Movement Education: Movin' and Groovin' in the Open Classroom (Primary) (repeated)
Alice van der Mulen and Penny Severino, Woodport, Elem. Sch., N.Y.
Campus School Small Gymnasium C-112

S-14 From Traditional to Open: Making the First Step (Grades 1-6) (repeated)
Mildred Thaler, Campus School, SUCC
Campus School B-109

S-15 Outdoor Education Without the Classroom (Grades 1-6) (repeated)
Gordon Mango, Campus School, SUCC
Campus School B-203

S-16 Open Education in the Open Classroom (Grades 1-6) (repeated)
Dorothy Briggans, Campus School, SUCC
Campus School B-216

S-17 An Open Approach to Creative Writing (Grades 1-6) (repeated)
Mary Gardner, Campus School, SUCC
Campus School B-102

S-18 One Approach to Organizing a Music Program in an Open School (Grades 1-6) (repeated)
Virginia Springer, Campus School, SUCC
Campus School A-11

S-20 The Rights of Parents and Children in Developing an Open School (repeated)
Jane Knitzer, Department of Human Dev. and Family Studies,
Cornell Unviersity, Ithaca, N.Y.
Campus School B-213

S-23 Language Experiences in the Open Classroom
David Young, Project Change, SUCC
Campus School B-9

S-24 Look Mom and Dad -- Real Tools! (Industrial Arts)
Wilber Henry, Campus School, SUCC
Campus School A-31

THAT'S ALL, FOLKS. THANKS FOR COMING. SEE YOU NEXT YEAR!

THIS CONFERENCE HAS BEEN BROUGHT TO YOU BY THE FOLLOWING PEOPLE:

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THE CONFERENCE IS ALSO INDEBTED TO THE MANY CORTLAND UNDERGRADUATES, ESPECIALLY PEOPLE INTO EDUCATION, WHO HELPED TO SET UP AND STAFF OVER 80 WORKSHOP SESSIONS.